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INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATIONS. A DESCRIPTIVE STUDY.
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THE RELATIONSHIPS BETWEEN VARIOUS ASPECTS OF INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATION AND THE SPECIALISTS WHO ARE IN THE FIELD WERE STUDIED. LEADERS IN THIS FIELD WERE CALLED UPON FOR GUIDANCE AND ASSESSMENT OF GRADUATE PROGRAMS IN COMMUNICATIONS. DATA WERE GATHERED FROM (1) A SURVEY OF LITERATURE, (2) PRELIMINARY DATA FROM INSTITUTIONS, (3) REQUESTS FOR FURTHER DATA ON PROGRAMS, AND (4) STUDY TEAMS FOR INTERVIEW WITH SELECTED PROGRAMS. THE SAMPLE REVIEWED WAS 14 PROGRAMS WHICH WERE CONCERNED WITH ALL ASPECTS OF COMMUNICATION. (RS)

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INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATIONS:

A DESCRIPTIVE STUDY

U. S. OFFICE OF EDUCATION CONTRACT NO. OE-3-16-029

PAUL D. HOLTZMAN
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INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATIONS:

A DESCRIPTIVE STUDY

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TABLE OF CONTENTS

Page

LIST OF TABLES iv

COMMUNICATIONS PROGRAMS STUDY (CPS) PERSONNEL v

CPS INTERVIEW TEAMS vi

FACULTY MEMBERS INTERVIEWED vi

ACKNOWLEDGMENTS xii

PREFACE: PROGRAMS NOT STUDIED xiii

Chapter
I. INTRODUCTION 1

Review of Literature 2
The Problem 7

II. PROCEDURES 9

Organization of Report 11

III. COMMUNICATIONS PROGRAMS: GENERAL PATTERNS 13

Contributing Disciplines 13
Required and Recommended Courses 13
Ph.D. Degree Requirements 18
Ph.D. Comprehensive Questions 19
Ph.D. Dissertation Titles 25
Number of Masters' Degrees 32
Number of Doctorates 32
Career Goals 34
Communications Research 35
Summary 36

IV. STUDENTS AND GRADUATES 38

Why Communications? 38
Criteria for Selecting a University 39

Chapter Page

Student Expectations 41
Career Goals 44
Graduate Careers 48
Summary 49

V. INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATIONS: BRIEFLY NOTED 51

Programs in Communication Sciences 53
  1. Massachusetts Institute of Technology 54
  2. University of Michigan 56
Theory-Oriented Programs: Interpersonal Communication and Mass Communication 58
  3. University of Illinois 59
  4. Michigan State University 62
  5. University of Southern California 65
  6. University of Wisconsin 67
Theory-Oriented Programs: Mass Communications 69
  7. Indiana University 70
  8. University of Iowa 73
  9. University of Minnesota 77
  10. Stanford University 80
  11. Syracuse University 84
Mass Communications Programs (Masters') with Professional Orientation 86
  12. Boston University 87
  13. University of Pennsylvania (Annenberg School of Communication) 90
  14. University of Washington 95

VI. ". . .WITH PARTICULAR REFERENCE TO NEWER MEDIA" 97

VII. CONCLUSIONS AND RECOMMENDATIONS 101

Conclusions 101
Recommendations 103

LIST OF TABLES

Table	Page
I. Disciplines Reported Involved in Communications Programs	14
II. Masters' Degrees in Communication, 1959-1963	32
III. Ph.D. Degrees Awarded in Communication, 1948-63	33
IV. Reported Emphases in Communications Degree Programs	34
V. Ph.D.'s in Communications: Distribution of Academic Appointments	50

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What is accurate in this report we owe to these sources. Any errors are attributable only to the perceptual vagaries of the principal investigators.

PREFACE

PROGRAMS NOT STUDIED

Early in its deliberations the Communications Programs Study (CPS) Committee became actively aware of a problem for some readers of this report: namely, that the term communication means many things to many people. While there is perhaps little reason to attempt a definition for the purposes of this study, it may be useful to acknowledge at the outset that not all worthy academic programs bearing the communications label are included.

The purview of this study is limited to "interdisciplinary graduate programs." The key word here is "interdisciplinary." We did not include programs lodged exclusively in schools and colleges of education nor those operated as exclusively journalism schools. We recognize and acknowledge, of course, that the label communication is applied to work in "audio-visual" and in "educational technology," as well as to that in journalism, radio-TV, and other fields. And we know that official designations are currently being changed in various universities to include the communication label. At one institution included in the study, three administrative units are currently vying for the right to the "communication" label: journalism, speech, and education. Further, we recognize and acknowledge that some education-based and journalism programs may be interdisciplinary in nature.

A major question in this study is the relevance of interdisciplinary programs in communication to that special communicative enterprise:

education. At the outset we assume relevance for the education-based programs. And we suspect and seek to know the relevance of programs in communications generally. This study is not one of programs devoted to the species educational communication, but of those which in various ways study the genus communications through the perceptual frames of several traditional disciplines.

CHAPTER I

INTRODUCTION

In 1956 the Division of Audiovisual Instruction of NEA sponsored a conference of some twenty educational leaders regarding "Communication Programs in Higher Education."[1] At that time Dean Gordon A. Sabine of Michigan State University observed:

> 1. There are a dozen or so departments and divisions and schools with the word communication or communications in their titles--yet no two of them appear to be doing anything like the same thing.
> 2. We have organized curricula in communications, but we have not yet identified what it is that will be our unique body of subject matter.
> 3. We have only the barest scattering of human beings broadly trained in communications, but from too many institutions over the nation we hear rumblings about new schools and departments of communications, to be organized not because there are highly skilled leaders in the field but because there is apparently some social virtue in being on the bandwagon--even though one has no ticket and even though neither passenger nor driver knows where this particular bandwagon is headed.[2]

The conference participants included among their recommendations:

> An exploratory study of existing programs in professional communications is proposed. It is suggested that a survey could first be conducted by mail. Then a team from the committee could visit those institutions where communications programs are most advanced or seem to show the most promise. Results from this work could be distributed to key people in the area who would be asked then to use the previous work as a starting point and to outline "ideal" programs, with some discussion of the theoretical bases for the things they suggest.[3]

---

[1] Melvin Brodshaug and Malcolm S. MacLean, Jr., "Communication Programs in Higher Education," Audio-Visual Communication Review (Winter, 1957), pp. 394-403.

[2] Ibid., p, 395.

[3] Ibid., p. 403.

Review of the Literature

The literature reveals no "team" followup of this proposal. Reports describing individual programs have appeared in recent years by Sabine[4] and the National Society for the Study of Communications.[5] Clevenger has commented on the status (in 1960) of the "study of communication."[6] Donald P. Ely, during the 1959-60 academic year, undertook to describe graduate and undergraduate programs in communications from data garnered by questionnaire and interview.[7]

Ely found 20 programs: four undergraduate only, eight graduate and undergraduate, and eight graduate only. His sample excluded such institutions as the M. I. T. Center for Communication Sciences as "not included within the scope" of his survey.[8] Similarly, his data on contributing areas included no contributions from areas such as mathematics, electrical engineering, and computer science.

---

[4] Gordon A. Sabine, "A Cross-Disciplinary Approach to Communications Study," Audio-Visual Communication Review, VIII, Supplement 2 (September-October, 1960), pp. 61-66.

[5] Burton Byers, "Report of the Committee on College Programs," The Journal of Communications, IV, No. 2 (Summer, 1954), pp. 56-58. Herold Lillywhite, "A Progress Report of the Committee on College Programs," The Journal of Communications, I, No. 2 (November, 1951), pp. 51-53. David M. Grant and Joe W. Fitts, Jr., "Communication Courses in 1952," The Journal of Communications, II, No. 2 (November, 1952), pp. 31-37.

[6] Theodore Clevenger, Jr., "Some Characteristics of the Study of Communications in 1960," The Journal of Communications, X, No. 4 (December, 1960), pp. 163-173.

[7] Donald P. Ely, "The Organization and Development of Communications Programs in Selected Institutions of Higher Education," (Unpublished doctoral dissertation, Syracuse University, 1961). Also: "The Communication School: Neophyte in Higher Education," Audio-Visual Communication Review, VIII, Supplement 2 (September-October, 1960), pp. 20-27. "Communications Programs in Higher Education: Objectives and Curricula," Audio-Visual Communication Review (November-December, 1960), pp. 289-294. "Communications Programs: An Appraisal," Audio-Visual Communication Review, IX, 1961, pp. 50-55. "Communications Programs in Higher Education," Audio-Visual Communication Review, VIII (Winter 1960), pp. 69-73.

[8] Ely, VIII (Winter 1960), p. 70.

Both the Ely articles and thesis made valuable contributions to the Communications Programs Study (CPS) Committee. Certain similarities and differences between the Ely study and the survey here reported should be noted:

1. Sampling. The Ely survey grouped undergraduate programs, two graduate programs that did not meet the CPS Committee criteria for "interdisciplinary graduate programs in communication," and at least two programs directly involved in educational communication. He excluded programs in Communication Sciences.

ELY SAMPLE	CPS SAMPLE
Boston University	Boston University
University of Illinois	University of Illinois
Indiana University*	Indiana University**
State University of Iowa	State University of Iowa
Michigan State University	Michigan State University
University of Pennsylvania--Annenberg School of Communications	University of Pennsylvania--Annenberg School of Communications
University of Southern California	University of Southern California
Stanford University	Stanford University
Syracuse University	Syracuse University
University of Washington	University of Washington
University of Wisconsin	University of Wisconsin
University of Chicago	University of Michigan
University of Florida+	Massachusetts Institute of Technology
University of Idaho+	University of Minnesota
New York University	
University of North Carolina	
Oklahoma State University+	
Southern Illinois University	
Teachers College, Columbia University	
Temple University+	

*Doctoral program in audio-visual communications
**Mass communications program
+Undergraduate only

2. Sources. The Ely report was based on questionnaire and interview data from administrative heads of programs and other administrators. The CPS sources included a broad sampling of faculty in the programs, faculty outside the programs, and students in the programs, as well as administrative heads. As expected, many divergent views were encountered.

3. Perceptions. For his study, Ely worked from his perceptions of questionnaire data and some sampled interviews. From the outset the CPS Committee recognized that its members, from various "disciplines," might see things differently, that an "interdisciplinary study of interdisciplinary programs" was indicated. This guided the makeup of the CPS Committee, the selection of the National Advisory Committee, and the selection of personnel for visits to the programs.

4. Goals. The Ely study and reports were an effort to generalize, where possible, about communications programs at all levels. The CPS goals were to arrive at all of the sampled descriptions of these programs from several points of view, possibly to classify them, and to learn how they were related to programs in newer educational media.

Ely concludes his reports with the opinion that communications programs present a desirable ".....ambiguity that provides an interdisciplinary unity allowing the student freedom to explore new horizons which might not otherwise be open to him."[9]

Ely recommends that "Critical evaluations should . . . be solicited from the faculty and students in communications."[10] And he concludes that "This study should be a first step in the continuous process of assessing the state of a growing field."[11]

In the continuing assessment there is need to see and know more clearly what these programs are communicating; that is, in Lasswell's phrase, "who says what to whom in what channel with what effect." Further, there is a need to know the why of the who; to know the educational goals of those who conduct such programs.

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[9] Ely, IX, 55.

[10] Ely, doctoral dissertation, p. 205.

[11] *Ibid.*, p. 207.

Among the educational groups who have an explicit need to see more clearly the who, what, whom, channel, effects, and why of these programs are those concerned with another ambiguously-termed area: "newer media in education."

In an earlier Title VII study[12] Noel defined New Educational Media thus:

> New Educational Media means television, radio, motion pictures and related media which may be used for new and more effective communication of educational information and which have recently come into use in public elementary or secondary schools or which may come into being for such use in the future. The term, used throughout the questionnaire, includes audio-visual instructional materials and equipment--charts, exhibits, filmstrips and slides, maps and globes, motion pictures, programmed materials with or without teaching machines, radio and television programs, disc and tape recordings, language laboratories, and so forth.[13]

Among the problems which arise with the availability and use of these newer media in educational programs is the question of who is in the "easiest position to help integrate these mechanisms properly into the instructional process."[14] This question has been examined from time to time by sociologists as well as by students of communications and audio-visual materials. Lasswell, for instance, in his report on "Communications as an Emerging Discipline,"[15] found the field of education disqualified to establish effective development of the study of communications. Larson, on the other hand, notes a difference between the concerns of communications programs and those of educational uses of the newer media:

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[12] "Practices of State Departments of Education in New Educational Media/Audio-Visual Education During 1960-61," 1963

[13] Ibid.

[14] James D. Finn, "A New Theory for Instructional Technology," Audio-Visual Communication Review, VIII, Supplement 2, p. 92.

[15] Harold D. Lasswell, "Communications as an Emerging Discipline," Audio-Visual Communication Review, VI, No. 4 (Fall, 1958), pp. 245-254.

> A number of institutions are organizing a college of communications. In most cases the primary emphasis is on the use of media for (a) dissemination of news and general information, (b) advertising and promotion, and (c) entertainment. On the other hand, the primary concern of the program in the school of education is on the use and preparation of media for instructional or educational purposes with captive or organized groups under the direction of a teacher or group leader. It seems likely, therefore, that even though a university has a college of communication there will be a need for an educational media training and research program in the school of education.[16]

According to participants in a 1960 conference on "The Education of the AV Communication Specialist,"[17] a key difference between schools of communications and of education is the emphasis of the former on "free" audience and of the latter on the "captive" audience. This was cited as a premise from which could be inferred the conclusion that "thus great differences can arise in approach to many similar topics."[18] This could be specious argument in view of the similarity of purposes of communication in either so-called "free" or "captive" situation. Are our children less "captive" when glued to an entertaining, informing, promoting cereal commercial in order to catch the next episode of Clutch Cargo? Or are they less "free" to contemplate, whisper, daydream, or play when the lights are dimmed for a not-so-entertaining documentary film in the classroom?

It may be that there are other means of differentiating the goals and accomplishments among those who study "communications" and those who study "newer media of education."

Two major questions are considered in this study: What is happening in the various interdisciplinary graduate programs in communications? And of what relevance are these happenings to educational programs centering on the uses of newer media?

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[16] L. C. Larson, "Schools of Education: A Pattern Barely Visible," Audio-Visual Communication Review, VIII, No. 5, 1960, p. 35.

[17] Fred F. Harcleroad, ed., "The Education of the Audio-Communication Specialist," Audio-Visual Communication Review, VIII, No. 5, Supplement 2 (September-October, 1960), pp. 7-17.

[18] Ibid, p. 14.

The Problem

This study was designed to describe the relationships between the goals, concerns, practices, and accomplishments of interdisciplinary graduate programs in communications and the goals, concerns, practices, and accomplishments of those who are becoming expert in adapting all of the available means of communication to the problems of education. The main questions were:

1. What are the special concerns, subject matters, goals, and methods of graduate programs in communications?

2. What contribution, if any, does the study of communications make to the solutions of problems encountered in working in newer media in education?

In order to find an answer to these questions, the following data were deemed necessary:

1. The stated goals, curricula, practices, special features, and organization of graduate programs in communications, both individually and collectively;

2. Backgrounds (including undergraduate preparation) and the educational and professional goals of students who are accepted for graduate work in the various programs;

3. Professional activities of graduates who hold master's or doctor's degrees from the various programs.

In summary, this study aimed at (1) an accumulation of a directory of interdisciplinary graduate programs in communications; (2) an assessment of contributions these programs are making to knowledge of and knowledgeable people in educational communication technology; and (3) dissemination of recommendations, if any could be derived from the findings, for more effective contributions in this area.

CHAPTER II

PROCEDURES

To observe and to describe graduate programs in communications, the project directors called upon both a local and a national interdisciplinary committee for guidance in focusing goals and designing procedures (see page v). Data were gathered in four steps, the first two of which determined the sample:

1. A review of the literature provided a list of graduate programs in communications which appeared to be interdisciplinary. In addition, all college and university catalogues available at The Pennsylvania State University library were surveyed for possible additions to the list.

2. Preliminary data were requested from all institutions presumed to have interdisciplinary graduate programs. Requests were addressed to "Chief Administrative Officer, Graduate Program in Communications" in each case. Called for were

program title
degrees offered
numbers of graduates
interdisciplinary status
contributing disciplines
program emphases
administrative control

Selection of programs for study was based on review of these data. Programs that were seen (or reported) as not interdisciplinary in nature were eliminated from the sample. Programs in 17 institutions were considered as having met the criteria established for inclusion in the study.

3. Further data were then requested from the selected institutions:

available historical statements
faculty information
courses required and recommended
information about doctoral candidates and graduates
information about masters' candidates and graduates
program classification
career orientation of program
information on graduate minors in the program
other disciplines whose students might benefit from work in the program
information on related research institute, if any
special physical facilities
relationship to educational technologies

As this survey progressed, three programs were dropped from the sample:

Carnegie Institute of Technology: The director of a program in communication sciences pleaded "no time" for providing data nor for campus visits by CPS investigators.

New York University: Officials declared that only the program labeled "Communications in Education" was relevant.

Columbia University: The CPS Committee was advised that the Teachers College faculty was reviewing the program; that data could not become available until revisions were studied and adopted.

Thus, before the final step of the data gathering process, the sample was reduced to 14 of the 17 graduate programs which met the criteria of the CPS committee.

4. Teams drawn from members of the CPS Committee and one member of the National Advisory Committee then visited the 14 programs. Visiting teams were made up of four interviewers (three in a few instances) with different but relevant disciplinary backgrounds. Interviews were scheduled with almost all available members of the communications faculties, with selected members of other departmental faculties, with appropriate administrators, with faculty members in colleges of education, and with graduate students enrolled in the programs.

Interviewers sought data in the following areas:

- History
  - Problems for which the establishment of the program was deemed a solution
  - Seminal forces
  - Counter forces
  - Criticisms and changes

- Relations with other disciplines
  - Disciplines making contributions to the program
  - How these disciplines are involved
  - Faculty views of what additional disciplines have contributions to make
  - Relationships with programs concerned with newer educational media

- Relationships of student programs and professional goals and activities
  - Campus-wide attitudes toward the program
  - Program support in the form of research funds, library service and budget, computer availability, facilities, etc.

- Future directions
  - Current problems
  - Faculty predictions
  - Faculty research interests

Data were pooled and discussed in tape-recorded sessions immediately after each half-day of interviews. These tapes were later transcribed in the project office.

Organization of report

This report presents in Chapter III a summary of patterns of data and descriptions of deviations from those patterns.

Chapter IV presents information based on interviews with students and data on the professional activities of holders of the Ph.D. degrees in communications (or mass communications or communication sciences).

Chapter V is a compendium of individual sketches of each program. These brief descriptions were reviewd by the program administrators. Their suggested corrections and editorial changes were incorporated. Sketches of programs elicited additional comments by program administrators. These are presented on a separate (colored) page following each sketch.

Relevance of these programs to problems, programs and research in the fundamentals and applications of newer media in education--as this relevance was seen by the interdisciplinary CPS team--is described in Chapter VI.

Conclusions and recommendations are presented in Chapter VII.

CHAPTER III

COMMUNICATIONS PROGRAMS: GENERAL PATTERNS

Certain of the data are presented in this chapter to provide a picture of how program practices, goals, and foci form a pattern across the 14 institutions. Other data are presented in the next chapter program-by-program. The reader of this report may wish to compare certain aspects of the two chapters. It may be especially worthwhile to compare the list of contributing disciplines as reported in the survey and, where provided, the courses actually completed by graduate students. The former is presented in this chapter and the course data in the next.

Contributing Disciplines

Respondents to the initial inquiry reported that contributions are being made by as many as 16 "traditional disciplines" and as few as three. These responses are summarized in Table I. In a few instances we have indicated (*) involvement that was not originally reported, but which was shown clearly by other data. On the other hand, even where interview and actual course work data did not support the idea that certain reported disciplines were involved in a program, the original report by the program director was accepted as fact. No report for M.I.T. is included because their programs are individually tailored to meet specific student needs and are based in the different departments of the candidates.

Required and Recommended Courses

Most programs--at both Master's and Ph.D. levels--require of all

TABLE I

DISCIPLINES REPORTED INVOLVED IN COMMUNICATIONS PROGRAMS

	Indiana	Illinois	Wisconsin	Minnesota	Syracuse	Boston	Iowa	Pennsylvania	Michigan	Michigan State	Washington	U.S.C.	Stanford
Journalism	x	x	x	x	x	x	x	x		x	x	x	x
Radio-TV	x	x	x	x	x	x	x	x		x	x	x*	x
Sociology	x	x	x	x	x	x	x	x		x	x	x	
Psychology	x	x	x	x	x	x	x	x*	x	x	x		
Advertising	x	x	x	x	x		x	x		x	x		
Political Science	x	x	x	x	x	x	x				x		
Speech	x	x	x	x							x	x	
Economics	x	x	x	x	x	x							
Cinema						x	x			x		x	x
Audio-Visual	x				x	x		x				x	
Public Relations			x		x	x	x	x					
Educational Psychology			x	x	x			x					
Philosophy	x	x		x					x				
Linguistics	x	x							x				
Mathematics	x	x							x				
Theatre	x											x	
Photography						x	x						
English		x	x					x*					
Business	x				x								
Anthropology	x	x											
Physiology									x				
Law				x									
History				x									
Fine Arts	x												
Electrical Engineering									x				
Area Studies			x										

*Not reported, but interview data indicate contributions.

candidates some kind of basic theory and/or research course or courses. Exceptions are Washington, M.I.T., and Syracuse. Ten courses required for the M.S. in Communication Sciences at Michigan are prerequisite to doctoral candidacy.

The required course (or sequence) is often entitled "proseminar"[1] in communications, mass communications, or communications research, and is often conducted by a team of professors introducing their special areas.

Reported required and recommended courses are:

Masters' degree only

BOSTON

Required: Theory and Process of Communication
Communication and Society
Communication Research Methods
Data Processing for the Social Sciences
Thesis Seminar
Statistics I, II, or equivalent

Generally recommended: dependent upon area of concentration

PENNSYLVANIA

Required: The Public and "The Public Interest"
The Mass Media in Contemporary America
Theory of Mass Communications
Media Workshop

Generally recommended: dependent upon area of concentration

WASHINGTON

Required: none

Generally recommended:
Introduction to Mass Communications Research
Control, Structure, and Functioning of Mass Media of Communication as a Force in Social Life (Sociology)

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[1] Two psycholinguistically-inclined members of the CPS Committee (Cofer, Holtzman) conducted limited research on "proseminar" referents and etymology. In interviews, communications faculty members--often to their own surprise--were unable to state a meaning for the prefix. Some, after some thought, suggested "professional." Webster's Third New International Dictionary entry: "A directed course of study conducted in the manner of a graduate seminar but often open to advanced and undergraduate students." Further tracking suggests what purists will abhor--a mongrelization of a Greek prefix (for before) with the Latin stem. Hence, they would insist that it should be preseminar.

Ph.D. degree programs

ILLINOIS

Required: Proseminar in Communications, I and II

Generally recommended: dependent upon area of concentration

INDIANA

Required:

Research and Theory in Audio-Visual Communication	(Education)
Public Opinion	(Journalism)
Law of Communications or	(Journalism)
Radio and Television Regulations	(Radio-TV)
Seminar in Problems of Contemporary Broadcasting	(Radio-TV)
Sociological Aspects of Mass Communications	(Sociology)
Public Opinion and Propaganda Analysis	(Sociology)
Studies in Persuasion	(Speech & Theatre)

Generally recommended: ("Highly recommended for all candidates")

Survey of Anthropology	(Anthropology)
Personality and Culture	(Anthropology)
Markets: Measurement and Behavior	(Business)
Survey of Audio-Visual Communication	(Education)
Radio and Television in Education	(Education)
Technology of Education	(Education)
Introduction to Logic of Science	(History & Philosophy of Science)
Survey of the Logic of Science	"
Perception and Scientific Observation	"
Seminar: Logic of the Social Sciences	"
International Communications	(Journalism)
Press and Society	(Journalism)
Literature of the Social Sciences and the Sciences	(Library Science)
Philosophy of Art	(Philosophy)
Symbolic Logic I	(Philosophy)
Semantics	(Philosophy)
Human Learning	(Psychology)
Social Psychology	"
Hearing and Communication	"
Psychology of Graduate Students	"
Learning and Conditioning	"
Theory of Tests and Measurements	"
Psychology of Language	"
Perception	"
Psychology of Emotion and Motivation	"
Proseminar in Radio and Television	(Radio-TV)
Communication Theory	(Radio-TV)
Introduction to Sociological Methods	(Sociology)
Social Stratification	(Sociology)
Seminar in Communication and Persuasion	(Speech and Theatre)

IOWA

Required: Research Methods in Mass Communications
Two consecutive courses in statistics

Generally recommended:

Seminar: History of Mass Communications	(Journalism)
Seminar: Mass Communications Research	"
Seminar: Theory of Communication	"
Mass Communications in Modern Society	"
Seminar: Mass Communications and Society	"
Collective Behavior	(Sociology)
Public Opinion and Mass Communications	"
Mass Communications and Sociological Analysis	"
American Society: A Structural Analysis	"
Social Stratification	"
Advanced Social Psychology	(Psychology)
General Semantics	"
Experimental Social Psychology	"

M.I.T.

Required: dependent upon area of concentration

Generally recommended: dependent upon area of concentration

MICHIGAN

Required: 10 courses required for M.S. are prerequisite to Ph.D. candidacy

Generally recommended: dependent upon area of concentration

MICHIGAN STATE

Required: Research Strategy
Communication Theory and Process
Mass Communication Theory

Generally recommended: dependent upon area of concentration

MINNESOTA

Required: Scope and Methods of Communication Research (Journalism)

Generally recommended: dependent upon area of concentration

STANFORD

Required:

Theory of Communications I--Mass Communications	
Theory of Communications II--Communication Processes	
Theory of Communications III--Groups and Networks	
Research Methods I--Scientific Method	
Research Methods II--Data Collection	
Research Methods III--Design and Analysis	
Statistical Methods--Correlation	(Psychology)
Advanced Statistical Methods--Inference	"

Generally recommended: dependent upon area of concentration

SYRACUSE

Required: Introduction to Statistical Techniques (or equivalent)

Generally recommended: dependent upon area of concentration

U.S.C.

Required: Process and Theories of Communication
Historical and Critical Research Methods in Communication
or
Empirical and Experimental Research Methods in Communication

Generally recommended: dependent upon area of concentration

WISCONSIN

Required: Proseminar in Mass Communications (Journalism)

Generally recommended: dependent upon area of concentration

Ph.D. Degree Requirements

Inquiry was made into routine procedures and requirements ("traditional hurdles") for the Ph.D. degree. These follow, in almost all instances, local graduate school regulations rather than regulations unique to the program. Variation from institution to institution is not great; nor are the differences especially relevant to an understanding of the programs. All have procedures for admission to candidacy and for approval of course and research programs. All have comprehensive examinations (some sample questions are reported below). All require two languages or, in some instances, the substitution of a "special skill" such as statistics. All require completion of significant research under the guidance of a member of the graduate faculty and an interdisciplinary committee--to be reported, of course, in the doctoral dissertation.

In designing this study, the CPS Committee saw in the Ph.D. requirements two important sources of answers to the question: "What do communications scholars study?" One source of insight is the Ph.D. comprehensive examination. The other is the Ph.D. dissertation. There follows here, therefore, two lengthy lists of (1) Ph.D. comprehensive examination questions from four institutions (Illinois, Iowa, Stanford, U.S.C.), and (2) Ph.D. dissertation titles.

Ph.D. Comprehensive Examination Questions

Discuss comparatively the revolutionary effects of the invention of the printing press and the revolutionary effects of such recent inventions as motion pictures, radio, and television. Include specific references.

Discuss differences and resemblances between human communication, animal communication, and machine communication. Include specific references.

Discuss "interrelationships among the mass media." Include specific references.

Take any one major problem area in attitude change and show how knowledge has been accumulated through a progressive series of interrelated experiments.

Discuss the relative roles of reason and emotion in attitude change. Cite the relevant evidence and then speculate about the problem.

It has been alleged that mass communications typically have little or no effect on opinion. Discuss this statement and include relevant evidence.

Discuss the differences among various homeostatic theories of attitude change. What differences in predictions would be made? Can you design an experiment which would test at least one such prediction difference?

Where is the scholarly literature now with relation to each of these concepts: selective perception; reference group; mode of presentation; immunization against persuasion.

Choose one of the above concepts, and specify a piece of research that would be a desirable further step. Specify a general design, indicating steps and components, and defend the selection of components in terms of the available techniques and the assumptions involved.

Discuss the present knowledge of how information flows in a society.

Apply present knowledge to one of the following problems:
(a) Improving the transmission of information about science to the public; (b) Building a campaign to defend the Rumford Act.

Answer one of the following:
(1) Distinguish between concepts of status and class.
(2) Distinguish between prestige and credibility.
(3) Distinguish between opinion and public opinion.

Balance theories have been applied in wholesale fashion to a broad spectrum of problems. Describe some of these uses of balance theories (e.g., dissonance theory) and critically evaluate the uses which are made of balance theory.

Much of the research on group processes and structures can be viewed as a search for answers to the questions: Who does what to whom, when, and with what effect? Discuss this contention.

Discuss the concepts of stratification and randomization as they are involved in public opinion sampling techniques.

Discuss the various meanings of the term bias in opinion sampling and discuss means for its control. List all the ways that bias in one form or another can enter into a polling operation.

How may a sample's validity and reliability be checked?

Discuss ways and means for avoidance of error in the preparation of a good questionnaire.

How are refusals handled? To what extent and in what contexts may they have significance?

Describe the steps you would expect to take in planning an opinion survey in: (a) a Japanese city, (b) Nigeria, (c) Paris, France, (d) a small town in rural England, (e) Montgomery, Alabama.

Discuss the conditions within a democracy which make public opinion identifiable and measurement possible. In this context just what is public opinion?

If within an oligarchy, such as the Soviet Union, there is presumption of public opinion, just in what sense would there be public opinion?

Evaluate the various forms of organized group thinking from the simple committee to the elaborate sustained interaction of experts.

Define clearly and comprehensively the nature of propaganda and distinguish it from other forms of mass control.

What kinds of political information of general interest can be obtained by opinion survey methods that a democratic government would not consider objectionable.

Show how McGills' Uncertainty Analysis may be applied to a sequence of events in time so as to test for, or demonstrate the presence of, "memory" in a system.

Outline the parallelism between: (a) the examination of a body of data by statistical methods (e.g., analysis of variance, multiple regression, factor analysis) and (b) the examination of an n-ary relation (a subset of a product set of dimensions) by the methods of set theory. Choose whichever statistical method you please.

Discuss the guiding principles by which a "model" of a social system may be: (a) constructed, (b) put into practical use.

Define, explain, or criticize the phrase: a self-organizing system.

Discuss the empirical and formal constraints on a theory of interpersonal communication. Consider the requirements on scientific theories in general and examine their application to the particular problems connected with interpersonal communication, distinguishing theories in this area from theories in other areas. In addition, present in some detail a description of the empirical data for which you would expect such a theory to account.

Define, describe, or diagram (and explain) communication in a way that distinguishes between it and other types of interaction.

What do you consider to be the normative social functions of mass communication?

Describe the structure of the American broadcasting system in comparison with that of Great Britain and West Germany.

Social psychology is changing fairly rapidly. Select one of the two following areas and describe the major changes which have occurred during the past six or eight years. You should discuss changes in (a) theoretical emphasis, and (b) methodology and techniques, and should mention any changes you see in the "critical issues" which are examined and studied.

1. Group dynamics
2. Attitude change

Assume you are editing a book of "Readings in Social Psychology." The intended audience will consist primarily of intelligent undergraduates and you want to emphasize relatively recent developments. However, you want to give proper attention to the broad scope of social psychology. List the topic areas (sections of the book) you would include and list two to four articles you would want to reprint for each area (section). If you don't recall titles just list authors' names and probable titles.

What factors would you look for in making a comparative analysis of mass media between countries?

Discuss different concepts of freedom of the mass media within society, and implications of these concepts.

Assume that you were asked to measure the readership of the local newspaper. Develop in detail the research design you would use in making such a study. Remember that the paper wants an analysis of its readers with significant demographic breakdowns.

An advertiser of a food product is undecided whether to use a humorous or a straight product information approach to its advertising to consumers. As research director for the company you are responsible for developing and carrying out a research project the results of which will help management decide which advertising approach to use. You have ample money to finance any kind of project you choose. Describe in detail the research plan you would employ to answer the question for management.

Discuss the Classical Liberal Weltanschauung of the 17th and 18th centuries in terms of the following components: (1) theory of reality; (2) theory of self; (3) theory of knowledge; (4) theory of freedom; (5) theory of society; and (6) theory of law.

Write a brief essay of, say, 1,000 to 1,500 words on the ideas of freedom and freedom of the press in relation to the perspectives of Liberalism from the 18th Century to the present day.

Define and discuss what you think is the most important and pressing intellectual (i.e., theoretical and/or methodological) problem in the field of communications.

Define and discuss the role of each of the following in man's search for an understanding of reality; (1) hypothesis, (2) theory, (3) model, (4) variable, (5) verification, (6) proof, (7) ontology, (8) structure, (9) process, and (10) function.

Describe and comment on the contribution(s) of eight of the following to knowledge in the field of communications: (1) Harold Lasswell, (2) Paul Lazarsfeld, (3) Fred Siebert, (4) Harrold Innis, (5) Marshall McLuhan, (6) Wilbur Schramm, (7) Joseph Klapper, (8) Bernard Berelson, and (9) Morris Janowitz.

Discuss the relevance, if any, of the ideas of eight of the following to the development of a theory of communication(s): (1) Charles Osgood, (2) Robert K. Merton, (3) G. H. Mead, (4) Ernst Cassirer, (5) Irving Goffman, (6) Kenneth Burke, (7) Shannon and Weaver, (8) Walter Lippman, (9) C. Wright Mills, and (10) Noam Chomsky.

Review one book--not a textbook you have used in a course--in the area of general semantics or the study of language behavior. The point of this question is to provide you with a relatively unrestricted opportunity to demonstrate your ability to evaluate a substantial example of the literature of this field. If you prefer to do so, you may take time to go and get a copy of the book in order to check certain essential details and generally refresh your memory.

Suppose you are employed to direct a program of research on the symbolization process. The funds at your disposal can be for practical purposes unlimited. What are the important decisions you would try to make, and what would you do to insure that you would make them as wisely as possible, in order to spend the money effectively?

State in your preferred way the view or hypothesis that there is some relationship between language and thought--or perhaps you prefer to think of it as a relationship between language and behavior, or language and feeling, or language and attitude, etc. Phrase it as you like, and then (a) indicate your source of information about the hypothesis, or notion, or whatever you choose to call it; (b) discuss the question of its validity; and (c) explore the possibility of its more precise statement as a hypothesis, or set of hypotheses, suggesting ways in which the hypothesis, or hypotheses, might be tested further.

Discuss, as a student of general semantics, the differences, as you see them, and the similarities, as you see them, between poetry (examples or definitions of your own choosing) and scientific writing (examples or definitions of your own choosing).

Discuss with reasonable amplification the applications of general semantics principles that you would make in teaching courses in any segment of the field of journalism at the college level.

Write for three hours about the development and history of typography and printing, its esthetics and methods, as they are relevant to the revolution in the trade that automation is bringing about.

What are the functions of the mass media in modern society? Please give some attention to differences among the media. In your opinion, what is the relative importance of these functions? Why? To what extent is the presence and importance of each of these functions influenced by the nature and the structure of the society?

Apparently there is a feeling in the Netherlands that it is not proper for the press to discuss scandals or other difficulties in the government, unless the department in which the difficulty occurs fails to make proper correction. Discuss this problem in general, examining the various impacts upon government, upon the mass media, and upon the public. Consider both the gains and the losses from such a policy.

What is your conception of the role and functions of mass communication in society?

One student of the press has remarked that the mass communication industries in the U.S. were affected by certain forces that affected business and industry generally, especially in the latter half of the 19th century and in the early 20th. Discuss (a) some of the social, economic, and political forces that helped to shape the development of the U.S. communication system; (b) some characteristics of the mass media that you think may have resulted from those forces; and (c) any consequences that you detect in them for the free flow of information and ideas.

Suppose that your entire library about communication(s) were limited to five volumes. What five books would you choose and why?

How would you conceptualize a "natural communications system," as distinguished from a formal model that would be of concern, say, to communications engineers or mathematicians? To what contrastive features (or variables) of what components of any two such systems would you pay attention in making a comparative study where (a) the two systems being compared are both involved in the same social system at the national level of integration, and (b) where one of the two systems being compared is that of a non-literate group? Insofar as you can, draw on relevant ethnolinguistic materials with which you may be familiar in your answer to the second part of the above question.

Discuss the question whether urban power structures are typically elitist and oligarchical or typically dispersed and pluralistic. Cite evidence from the studies of urban politics and try to relate the research designs of the studies to their conclusions on this point.

Write a critique of David Truman's explanation of politics in terms of group interaction, describing the Truman position, evaluating his position that the group is a more useful unit of analysis than the individual, and comparing or contrasting this kind of group theory with other approaches to the study of politics.

With respect to the nature of the American federal system, discuss: (a) the legal position of American cities in relation to the state and national governments; (b) specific devices through which the federal government influences local policy; (c) the political reasons it has been difficult to decentralize by shifting existing federal functions to the state or local levels.

If a painting does not exist in objective reality, only in the consciousness which perceives it, is a photograph more or less real? Why? To what objective elements can photographic reality be attributed?

What are the disadvantages of the Gallup reader-recall method of analyzing picture readership? What are the important independent variables which might be used in picture readership studies? How are these variables related to previous picture readership studies?

What are the major image controls in photography, and how are these used in effective, story-telling pictures? In your answer discuss the difference between composition and photographic perspective.

To what extent can and should a democratic government tolerate the discussion and the advocacy, in the mass media, of beliefs in the field of government which are not in complete agreement (or perhaps are in complete disagreement) with the beliefs regarding government which are either formally recorded as the constitution and the law, or are held by the great majority of the citizenry? Please present reasoning in some detail, and discuss at least briefly major views other than your own.

In an article in the Winter 1957-58 Public Opinion Quarterly, Joseph Klapper offers the generalizations quoted below as of possible help in organizing the study of the effects of mass communication. Limiting yourself to written communication, and especially to daily newspapers, comment on his generalizations; what theoretical considerations or empirical studies incline you to agree or disagree, and to what extent, with the several generalizations?

These comprehensive examination questions reflect theoretical concerns and, in most cases, a requirement that candidates apply the knowledge and methods of diverse fields. Demanded particularly are the social and behavioral sciences. It may be noted that the "real-world" referents tend to be mass media generally or specific media and U. S. or other-national political communications. Some questions are concerned with "information flow", but none relate to the particular problems of educational communication.

Ph.D. Dissertation Titles

Another view of the special concerns of communications scholars may be drawn from the following nearly-complete list of dissertation titles. Here there is even greater diversity of subject and--to the extent that it may be inferred from the title--of method. Many dissertations are clearly public media related. Others could be expected in departments of psychology, sociology, linguistics, education, speech, etc. A few of the latter have influenced research in those fields, as well as in communications

Almost all of the dissertation research with children has been concerned with television viewing.[2] Three studies are clearly in educational television.[3] Other research explicitly educationally related are in journalism education. Also relevant is Hollins' (Illinois) "Content Analysis of the McGuffy Readers."

Following are the dissertation titles through 1963.

Illinois

Qualitative Analysis of Radio Listening in Champaign County, Illinois (S. W. Dunn, 1951)

An Analysis of Second Class Postal Rate Controversy (I. I. Raines, 1952)

Attitudes Toward Source and Concept as Factors in Attitude Change Through Communications (P. H. Tannenbaum, 1953)

The Effects of Anxiety and Intelligence on Attitude Change Through Communication (J. S. Kerrick, 1954)

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[2] See Parker (Stanford), Baxter, Perry, Lyness (Iowa), Sargent (Illinois).

[3] See Heyman, Fockress (Stanford), Clarke (Minnesota).

Campaign Expenditures and Their Control: A Study of Expenditures for Television Time in the 1952 Federal Election (I. R. Merrill, 1954)

Application of "Cloze" and Entropy Measures to the Study of Contextual Constraint in Samples of Continuous Prose (W. L. Taylor, 1954)

An Evaluation and an Interpretation of the Statistics Relating to the Mass Communications Industries (R. E. Chapin, 1955)

An Analysis of Advertising and Promotion by State Governments (D. G. Hileman, 1955)

Communication Patterns of Recent Immigrants: A Study of Three Nationality Groups in Metropolitan Detroit (C. A. Lewis, 1955)

Magazines in the United States, 1900-1950: A Social and Economic History (T. B. Peterson, 1955)

Experiments in Aesthetic Communications (W. T. Tucker, 1955)

Allocation of Procedural Responsibilities as a Determinant of Group Productivity and Satisfaction (D. K. Berlo, 1956)

A Study of Local Regulations and Group Actions on the Circulation of Newsstand Publications (D. S. Somerville, 1956)

Liberalism, Democracy and The Mass Media (J. W. Jensen, 1957)

A Model and Method of Content Analysis: Their Implementation in a Study of Magazine Covers (Doris Barr, 1958)

Paper Bound Books in Print in the United States in 1955: A Survey of Content (Eleanor Blum, 1958)

A History of Direct Mail Advertising (V. E. Harder, 1958)

Analysis of Communication Channels in an Industrial Organization (G. M. Keswick, 1958)

A Factor Analytic Study of Semantic Structures Across Three Selected Cultures (H. Kumata, 1958)

Comparative Analysis of Directing TV and Film Drama (R. L. Rider, 1958)

The Influence of Consumer-Product Testing and Reporting Services on Consumer Buying Behavior (H. W. Sargent, 1958)

Some Projective Measurements of the Effect of Television on the Value

Self-Regulation in Advertising (W. L. Thompson, 1958)

Communications Content Analysis of the Research 1900-1958 (F. E. Barcus, 1959)

Content Analysis of the McGuffy Readers (W. H. Hollins, 1959)

The State Promotion Agency: An Analysis and Commentary (R. E. O'Brien, 1959)

History of *The New Republic* (R. H. Gentry, 1960)

Television Frequency Allocation Policy in the U. S. (J. M. Kittross, 1960)

Advertising and the Consumption Function: A Theoretical Approach (V. P. Norris, 1960)

Some Psychological Aspects of Motion Picture Montage (J. R. Gregory, 1961)

The Writing Market (W. J. Lord, 1961)

The Time Order of Response and Non-response Bias in Mail Surveys (H. M. Bobren, 1962)

The Image of the Arab in American Popular Culture (S. Nasir, 1962)

Communication Systems and Social Systems: Two Economic Postulates Applied to a Theory of Communication Systems (J. W. Carey, 1963)

Broadcast Networks and Public Policy (R. J. Gwyn, 1963)

Process and Patterns on Trade Value (J. Praninskas, 1963)

Semantic Analysis of Motion Pictures (J. Schwartz, 1963)

Cross-Cultural Studies in Psycholinguistics (A. K. Shanmugam, 1963)

Cross-Cultural Generality of Principles of Cognitive Interaction (Y. Tanaka, 1963)

A Multidimensional Approach to Social Perception (W. Weksel, 1963)

Iowa

A Handbook in Dictionary Form for Students of the Book Arts (D. D. Jackson, 1948)

The Midcity Daily: An Analysis of the Consensus about the Power to Print or Not to Print in a Single Newspaper City (C. E. Swanson, 1948)

Reading, Listening, and Viewing Habits of Young People in Grades 3, 5, 7, 9, 11 in the Des Moines Public Schools (P. I. Lyness, 1950)

The Newspaperman and the Law (W. A. Steigleman, 1950)

A Study of Printed Mass Media Circulation and Radio Receiver Ownership Patterns in the United States: 1950 (O. Smith, 1951)

The Treatment of China in Four Chicago Daily Newspapers July 1 through December 31, 1949 (F. T. C. Yu, 1951)

The Newspaper in the One-Daily City as a Carrier of Community Opinion (S. S. Talbert, 1952)

Post World War II Efforts to Expand Freedom of Information Internationally

A Critical Analysis of the Role of American Daily Newspaper in the Seeming Current Encroachment by Government and Society on Freedom of Expression in the U. S. (D. Cade, 1954)

College and University Activities in Television (W. K. Cumming, 1954)

Changes in Non-Advertising Content of Two Selected Groups of Newspapers Subscribing to Teletypesetter Circuit Operation (D. R. Bowers, 1954)

Attitudes of Newspapermen of United States Dailies Toward Public Relations in Municipal Government (M. C. Hollstein, 1955)

A Survey of the Advertising Acceptance Policies and Practices of a Representative Group of Daily Newspapers of General Circulation in the United States (L. J. Hippchen, 1955)

The Development of Amplitude Modulation Radio Broadcasting Station in Iowa: A Selective History (E. F. Andrews, 1956)

Creativity as a Function of Idea Fluency, Practicability, and Specific Training (G. H. True, 1956)

An Analysis of Certain Types of Publicity Published in Selected California Daily Newspapers During a 2-Month Period (J. L. Julian, 1956)

The Rosenberg Case in Four Selected French and Italian Daily Newspapers (F. J. Price, 1956)

The Foreign Correspondents: Social and Functional Analysis (J. W. Maxwell, 1956)

A History of Newspapers in the Pacific Northwest, 1846-1896 (W. J. Brier, 1957)

An Investigation of the Effect Which the Organization of a Piece of Writing Has on the Reader's Comprehension (F. E. Ryerson, Jr., 1957)

Employee Communications Survey for the Quaker Oats Co. (W. B. Toran, 1957)

Liberal Education and Professional Journalism Education: A Study of the Programs of Course Work Completed by Graduates of Selected Professional Journalism Schools (W. Wilcox, 1958)

Reading, Listening and Viewing Behavior of Children in Grades Five through Twelve in the Tipton, Iowa, Public Schools (M. H. Perry, 1959)

Adult Performance in Typography: An Experimental Study of the Communications Function of Typography Design (M. E. Wronstad, 1959)

Reading, Listening and Viewing Behavior of the Aged: An Inventory of the Mass Communications Habits and Preferences of 200 Aged Persons in Oxford, Mississippi (J. R. Hoar, 1960)

The Mass Communication Behavior of Young People in Grades 5, 7, 9, and 11 in the Des Moines Public Schools in 1958 as Compared with the Mass Communication Behavior of an Equivalent Group in Des Moines Before the Advent of Television (W. S. Baxter, 1960)

A Study of the Use of Wire Service Copy by Iowa Evening Newspapers Which Receive Wire Service Only from Iowa-Nebraska Circuit of the Associated Press (J. Clark, 1960)

Original and Changed Attitudes, Impressions, and Preconceptions as Related to the Mass Media Experiences of New Foreign Students at the State University of Iowa (H. G. Dawson, Jr., 1961)

Ethical Codes and Courts of Honor in the Press of the Free World (J. B. Vogel, 1961)

Coverage of National Economic Conditions by Five Mass Circulation Daily Newspapers During Three Crucial Months of the 1957-58 Recession (H. H. Griggs, 1962)

The Image of the United States Presented by Ten Mexican Daily Newspapers (J. C. Merrill, 1962)

An Analytical Comparison of Scope-Depth Balance with Popularity of General Circulation Weekly Magazines in the U. S., 1947-61 (R. S. Bomberger, 1962)

An Analysis of 835 Articles in the Leading American Periodicals for the Period 1890-1914 to Determine What Was Said About American Daily Newspapers (G. H. Philips, 1962)

A Modification of Evaluative Assertion Analysis and Its Application to Selected Editorials on Federal Social Security in the New York Times and The Chicago Tribune During the First 25 Years of the Program (A. M. Sanderson, 1963)

The Role of the Daily Newspaper Publisher in the Community Power Structure (R. K. Thorp, 1963)

Canon 35: An Experimental Study of the Conflicts of Principles Between Fair Trial and Free Press (P. Berk, 1963)

A Quantitative Study of the Relationship Between Linguistic Command, Degree of Intensional Orientation, and Authoritarianism (E. J. Kottman, 1963)

The Relationship of Selected Personal and Group Characteristics to the News-Seeking Behavior of Freshmen in a Texas State College (R. J. McCloud, 1963)

Michigan State

Communication Patterns and Effect in Supermarket Choice (K. L. Atkin, 1961)

Meaning Intensity as Related to Readership of Foreign News (J. T. McNelly, 1961)

Verbal Cues to Organizational Information in Message Decoding (M. M. El-Okby, 1962)

Some Variables of Presumed Importance in Determining Reports of Directional Apparent Movement, 1960 (M. Krampen, 1962)

An Audience Analysis of John Bunyan's Pilgrim's Progress (F. C. Sta Maria, 1962)

Order Out of Chaos: The Formative Years of American Broadcasting, 1920-1927 (L. E. Weeks, 1962)

Americans in Technical Assistance: A Study of Men's Perceptions of Their

Competition and Program Balance in Commercial AM Radio (M. L. Newbill, 1963)

A Factor Analytic Study of Semantic Structures of Closed-Open and Medium Belief-Disbelief Systems (D. F. Wozniak, 1963)

A Technique for Determining the Evaluative Discrimination Capacity and Polarity of Semantic Differential Scales for Specific Concepts (D. K. Darnell, 1964)

Source Credibility, Dissonance Theory, and Attitude Change (F. A. Powell, 1964)

The Effect of Choice Between Messages on Attitude Change (D. E. Wells, 1964)

Minnesota

Qualified Privilege in Press Reports of Congressional Investigating Committees, with Special Reference to the House Committee on Un-American Activities (H. L. Nelson, 1956)

The Marshall Plan Information Program in Western Europe as an Instrument of United States Foreign Policy, 1949-52 (A. S. Edelstein, 1958)

A Content-Oriented Method of Systematic Controlled Expansion of a Magazine Audience (J. B. Haskins, 1959)

The Inter-American Press Association and Latin American Journalism (M. A. Gardner, 1960)

Trial By Newspaper: The Constitutional Conflict Between the Free Press and Fair Trial in English and American Law (D. M. Gillmor, 1961)

The Metropolitan Sunday Newspaper in the United States: A Study of Trends in Content and Practices (W. A. Hachten, 1961)

The Excessive-Time Problem In College Student Journalism (A. B. Musgrave, 1961)

An Experiment to Increase the Audience of Educational Television (P. Clarke, 1963)

Communication and Development: A Study of Two Indian Villages (R. Y. V. Lakshmana, 1963)

Mediated Communication and Personal Influence: A Field Experiment (V. C. Troldahl, 1963)

Stanford

A Procedure for Pre-Testing Printed Materials in a Cross-Cultural Situation (R. Carter, 1954)

Public Attitudes Toward the Press (J. H. Brinton, 1956)

The Relationship Between Interest and Perception of Headline-Type Stimuli (P. J. Deutschmann, 1956)

Perception and Immediate Recall of Words (W. A. Danielson, 1957)

Design and Attempted Validation of a Disguised Multiple-Choice "Pessimism" Scale (H. Kay, 1957)

Attitude Changing Effect of Verbal and Non-Verbal Elements in Selected News and Photo Combinations (R. Mehling, 1957)

Smokers' Reactions to a Television Program About Lung Cancer: A Study of Dissonance (J. F. Lane, 1960)

Communication, Political Organization, Productivity, and Morale in Small Task-Groups (J. Lyle, 1960)

The Function of Television for Children (E. B. Parker, 1960)

Effects of Learning of Continuous and Interrupted Exhibition of Educational Television Programs (R. M. Pockrass, 1960)

Some News-Seeking Behavior in a Newspaper Strike (M. Samuelson, 1960)

A Comparison of the Immunization Effects of Implicit and Explicit Presentation of Counter-Arguments (L. E. Crane, 1961)

A Comparison of Three Presentation Methods in Educational Television Instruction (J. L. Hayman, 1961)

The Intensity of Newspaper Content Preferences (D. L. Sanders, 1961)

Information Source Use in the Adoption Process (R. G. Mason, 1962)

Effects of Two Components of Communicator Prestige (G. Rarick, 1963)

Syracuse

Study of Radio and TV in Uganda (R. G. Katongole, 1960)

C. K. McClatchy and The Sacramento Bee (B. A. Shepard, 1960)

Internal Factors Shaping and Changing the Editorial Policies of the Daily Newspapers in the New England Area (M. E. Batroukha, 1961)

Statistical Analysis of the Role of Advertising Expenditure in the American Economy (J. Ortengren, 1961)

A Study of the Reading Motives and Preferences of a New Literate in Sarawak as an Aid in the Development of Communication (D. E. Hess, 1963)

Christian Science Committee on Publication: A Study of Group and Press Interaction (L. Z. Johnson, 1963)

Communication Through the Non-Verbal Aspects of Typographic Design: An Experimental Study (R. O. Martin, 1963)

A Study of the Use of Mass Media, Particularly Radio, by Selected Graduate Students at Delhi University in India (K. R. Sparks, 1964)

Wisconsin

A Study of Sampling and Reliability in Content Analysis (G. H. Stempel, III, 1953)

Mass Communication of Public Affairs News: A Scalogram and Factor Analysis of Social Status and Communications Behavior in Four Communities (M. S. MacLean, Jr., 1954)

The Telegraph Editors: A Study of Communication Behavior (W. Gieber, 1956)

An Experiment on the Influence of Prestige and Nationality on Opinion Change (J. B. Adams, 1957)

Perceived Appeals of Television Program Content (R. F. Carter, 1957)

Attitude Toward the Press as a Function of Involvement in Controversial News (P. P. Anast, 1960)

The Effects of Cognitive Incongruity Upon Encoding Behavior (L. C. Barrow, Jr., 1960)

Stress Reduction and Message Consequences of Encoding Behavior Under Cognitive Stress (B. S. Greenberg, 1960)

Modes of Resolution of Cognitive Inconsistency and Mood-Stress Through Communication Activity (M. D. Lynch, 1962)

Stylistic Correlates of Prescribed Intent in a Photographic Encoding Task (J. A. Fosdick, 1963)

Number of Masters' Degrees

Reports were made to the CPS Committee on the number of Masters' degrees awarded "in the past four years." However, while almost all programs reported in numbers from just a few up to 90, very few of these programs were conferring the Master's degree in communications. Most of the Masters' degrees reported were in journalism, advertising, radio-tv, communication arts, public relations, etc.

Table II, then, presents only the data on numbers of Masters' degrees that seemed to represent interdisciplinary work in communications. In addition to the four programs noted, a new program in "communications research" had recently been initiated at Boston University with four masters' candidates.

TABLE II

MASTERS' DEGREES IN COMMUNICATIONS
1959-1963

Michigan	29*
Michigan State	8
Pennsylvania	90
U.S.C.	15

*Communication Sciences

Number of Doctorates

Doctoral degrees in communications (including "mass communications" and "communication sciences") conferred in a fifteen-year period from the first in 1948 to 1963 total 137. This figure represents all of the ten institutions offering the Ph.D. at the time of this study, except M.I.T.

At M.I.T. communications and communication sciences programs lead to a degree in one or another of the traditional departments.

Table III shows a gradual trend toward increasing numbers of Ph.D. degrees. However, there are clear indications that this increase will curve sharply upward in the immediate future. The indications are (1) the advent of new programs during the time of this study; (2) the many requests addressed to the CPS Committee for this report to use in guiding the planning of additional new programs; (3) an anticipated sharp increase in the numbers of graduate students now completing their programs; and (4) the programs now operating at the master's level with plans to expand to the doctoral level.

TABLE III

PH.D. DEGREES AWARDED IN COMMUNICATIONS, 1948-63*

	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	TOTAL
Illinois				1	1	1	3	6	2	1	9	3	3	2	2	7	41
Iowa	2		2	2	1	1	4	2	5	3	1	2	3	2	4	5	39
Michigan																2	2
Michigan State														2	4	3	9
Minnesota									1		1	1	1	3		3	10
Stanford							1		2	3			5	3	1	1	16
Syracuse													2	2		3	7
U.S.C.*																	5
Wisconsin						1	1		1	3			2				8
TOTAL	2		2	3	2	3	9	8	11	10	11	6	16	14	11	24	137

*Missing from this table are three institutions offering only the Master's degree (Boston, Pennsylvania, Washington), a fourth (Indiana University) where the degree had not yet been awarded in their new program, and a fifth (M.I.T.) whose degrees are awarded not in communication sciences but in the department of each student's affiliation.

*Reported five Ph.D.'s in past four-year period.

Career Goals

The CFS Committee asked faculty and administrators (at different stages of the survey) for information about the "special emphases" of the programs in relation to "career goals" for the students. In the ensuing data there may be some confusion of "is" and "ought." One administrator reported: "Seems to be college teaching and research oriented, but we do not insist on this. In fact we tend to discourage it."

Table IV summarizes reported emphases, showing as expected

TABLE IV

REPORTED EMPHASES IN COMMUNICATIONS DEGREE PROGRAMS

School	Master's			Ph.D.		
	Professional	Teaching	Research	Professional	Teaching	Research
Boston	x		x[*]			
Illinois	x				x	x
Indiana					x	x
Iowa					x	x
M.I.T.[+]						
Michigan		x			x	x
Michigan State	x					x
Minnesota	x				x	x
Pennsylvania[**]	x	x				
U.S.C.			x			x
Stanford	x				x	x
Syracuse	x				x	x
Washington	x	x	x			
Wisconsin	x		x			x

[*] For students in Communications Research Division

[+] Not reported

[**] For recent developments in research orientation, see pp. 91-93.

professional bias for the Masters' programs and research orientation for the doctoral programs. A few respondents were specific about expected areas of post-doctoral teaching and research. Products of the Communication Sciences program at Michigan are seen as ready for appointment in departments of mathematics, electrical engineering, psychology, linguistics or (of course) communication sciences. On the other hand, Michigan State reported as appropriate to its graduates teaching and research in advertising, visual education, journalism, television-radio-film, language arts, agricultural communication, educational communication, behavioral sciences. Several programs reported expectations that their graduates will do research for government, business, industry, or mass media. One (Michigan State) suggested careers in supervision of instructional technology. Student conceptions of emphases and career goals are reported in Chapter IV.

Communications Research

A wide range of sponsored communications research has been done and is being done in all of the programs studied, but there is a wide variation in the amount of such contract research. The amount of activity seems correlated with (1) whether or not a research institute of some kind has been formalized, and (2) how long research institutes have been in existence. There seems to be a clear trend toward more and more contract research.

It is pointed out in the next chapter that the CPS teams perceived that some programs are almost entirely dependent upon research grants. This poses two problems: one administrative and one philosophical.

The administrative problems of maintaining continuity of program, of faculty, and of graduate student support seem to be consistently resolved with skill and outward calm.

The philosophical problem--as in other areas--remains moot. The unresolved opposing arguments seem to run:

> You are not doing the research which *you* deem important. You have to let the sponsor call the shots.

versus

> We do design the research which we deem important. We can usually find a sponsor for it.

Without regard for the question of sponsorship, CPS interviewers asked what are the important questions in communications research. Responses are listed by institution in Chapter V.

Research institutes which are part of the communications programs are:

Boston	Communications Research Center
Illinois	Institute of Communications Research
Iowa	Bureau of Mass Communications Research
M.I.T.	Center for Communication Sciences[4]
Michigan	Mental Health Research Institute
Michigan State	Communications Research Center
Minnesota	Communications Research Division
Stanford	Institute for Communication Research
Syracuse	Newhouse Communications Research Center
Washington[5]	
Wisconsin	Mass Communications Research Center

Summary

This chapter has presented a distillation of the data across programs studied. Contributing disciplines (or departments) are listed along with required and recommended courses. Another arrangement of these data is presented in Chapter V.

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[4] In Research Laboratory of Electronics.

[5] Informal cooperation with Institute for Sociological Research.

To the question of substantive concerns of communications scholars, this chapter answers with lists of Ph.D. comprehensive examination questions and Ph.D. dissertation titles.

The amount of graduate activity in communications is indicated by a tabulation of numbers of degrees conferred.

Faculty views of the career orientations of these programs are summarized.

Finally, the institutionalization of research and research support is noted.

CHAPTER IV

STUDENTS AND GRADUATES

CPS team members interviewed students in all of the programs (except M.I.T.). They were interested in discovering:

1. Why the field of communications was selected;
2. Why the particular institution was selected;
3. How the program was meeting student expectations;
4. Effects of the programs on student career goals.

Why Communications?

A majority of the students interviewed had majored in journalism for their bachelor's or master's degrees. Many had experience in publication or newer media; however, almost as many came from other academic backgrounds including psychology, English, history, sociology, business administration, agriculture, engineering, political science, speech, drama, broadcasting, philosophy, Russian, modern languages, linguistics, literature, cinema, mathematics, statistics, general sciences, general social sciences, general liberal arts, guidance and counseling, Biblical theology, industrial design, philosophy of science, church history, engineering psychology, accounting, and education.

The two most frequently mentioned motives for selecting communication as a field for graduate work were an educational desire and a professional aspiration.

The educational desire was for "broader perspectives" deemed unavailable in the more traditional disciplines. Thus, regardless of academic background, students saw their work in communications not as rejection but as extension of their prior work in the various academic and professional fields.

Student professional aspirations cannot be stated simply. Most did see their programs as preparation for positions of influence and leadership in a wide variety of professional enterprises. Broad categories are: college teaching and research; government or industry (including mass media) research; production and administration in publication and newer media organizations. Special professional goals, however, were the focus of some small groups of students in certain of the programs. Examples are library science and agricultural extension.

Some reported their motivation as a dissatisfaction with the narrowness of doctoral work in traditional departments. At the same time others were moved by interest in "quantitative research."

Of course, not all students were sure, clearheaded, and articulate about their motives and goals in selecting a graduate program in communications.[1] But even these reported an appeal in the multi-traditional-discipline opportunity for study. And they were generally optimistic about futures similar to those toward which their peers pursuing the traditional disciplines and professional studies were more clearly aimed.

Criteria for Selecting a University

Students doing graduate work in communications have made a choice from among the several programs reported herein. An attempt was made to learn from them on what bases the selections were made. It is perhaps a sign of student candor and, therefore, data validity that many reported considerations that do not relate directly to academic matters.

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[1] See John Keats, "The Great Grad School Gold Rush," Life, June 11, 1965, pp. 107-118. Mr. Keats, unfortunately, reported these students (at The Annenberg School) as typical. The CPS study team found them a small minority.

While this report was in preparation, a prospective graduate student of communications was referred to the CPS office for information about the various programs from which he might choose. He was asked, "What are you looking for? By what criteria will you judge that a program is right for you?"

His answer was immediate, sure, and clear: "It has to be in California."

The students interviewed presented a variety of bases for selecting their universities. Some frequently reported criteria did relate to climate and other aspects of bodily comfort and convenience. At the same time, and with equal frequency, mention was made of reputations of the university and/or the program; of referral by former teacher; of opportunity for breadth of program.

Criteria of curricular relevance--in order of frequency of mention--were:

Reputation of the communications faculty
Referral by former teachers
Prestige of the university
Desire by students already at the university to change to communications program
Vocational or research orientation of the program[2]
Breadth of program and freedom to work in various disciplines
Newness of the program
Advertising in professional journals
Referral by professional associates
Excellence of university library
Social psychological orientation
Liberalization of the language requirements for the doctorate
Reputation in international communications
Interest in specific research programs

---

[2] Interestingly, students who cite desire for a vocational emphasis and those who selected for research emphasis are found in the same programs.

Criteria of no curricular relevance--also in order of frequency of mention--were:

Higher graduate assistant stipends (along with)
Lower living costs
Already living in the area or studying at the university
Climate (West coast schools)
Treatment on initial contact
Armed forces orders
Possibility of earning the master's degree in one year
Availability of work in the communication sciences
Restriction of alien travel
Wife's pregnancy

Student Expectations

The diversity of criteria for selection of an interdisciplinary curriculum and of a university, cited above, implies a prediction of student attitudes toward their programs. For most, graduate work generally and graduate work in these special programs specifically provided surprises--but for different and sometimes opposite reasons. Furthermore, these surprises were pleasing to some and disappointing to others.

This is not a universal finding, however. A majority of students in each program reported that they had found what they expected and were contented or enthusiastic.

Though there is diversity in the programs studied and reported on here, there is far greater diversity in student expectations. The expected and the realities seemed to focus most on two controversies: theoretical education versus practical training; mass communications versus communication processes.

For the STEMS project, Silvern differentiated education and training thus:

> "Education" is the process of developing human beings so they die smart. It is the maturation of the "whole man" to face and

> solve the problems of life. It is a cradle-to-grave, womb-to-tomb continuum meeting all learning needs of an individual. "Training" is the process of preparing youth and adults for a specific, short-term (as compared with lifetime) objective.[3]

Among students of communication are those who expect an education and all those who expect (vocational) training. In most programs[4] they find both and respond--either favorably or unfavorably--to the unexpected. Thus, in the same programs, CPS interviewers heard one group of students grouse about "the nuts-and-bolts" courses and another group complain about their difficulties in required theoretical, usually statistical, research courses. A third group, however, reported pleasure, appreciation, and often enthusiasm for the unanticipated "mind-stretching" theoretical work.

(Directors of the programs, in some instances, are aware of the "two cultures" working and sometimes grating together under one curricular roof. Some insist--both to their students and to the CPS Committee--that their goal is not the emphasis of either but the integration of both.)

The second area of considerable heated controversy has been that labeled, by the faculty and students at Illinois, "Macro-Micro." These terms loosely designate the two main areas into which the study of communications tends to be divided. "Micro" communications is the study of communication processes, a field which is heavily psychological and linguistic in orientation. "Macro" communications deals with the mass media and the communication system as a whole. It draws typically from the disciplines of sociology, economics, political science, and history.

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[3] Leonard C. Silvern, "Systems Engineering in the Educational Environment," *The Content and Pattern for the Professional Training of Audiovisual Communication Specialists*, U. S. Department of Health, Education and Welfare, Educational Media Branch of the Office of Education, February, 1964, Part II-F, p. 3.

[4] Exceptions may be the theory-oriented communications sciences programs. Even here, however, applicants for admission are often under the misapprehension that these programs are concerned with mass communications like the others. And a few get by careful admissions screening. Further, these programs do include stringent *training* in usually one and sometimes more than one research method.

Because of the nature of material dealt with in "micro" communications, it is especially amenable to mathematical treatment. For this reason, the term "micro" has taken on connotations of "quantitative" while by contrast, the "macro" field has, in the minds of some, a more "qualitative" or even "humane" aspect.

At Illinois, and at the other universities as well, it was found that some students thought themselves forced into the study of _either_ communication processes or mass communications. Which was anathema depended upon student expectations. For where both emphases are operant, students are exposed to both--as in the proseminars. In programs with total or primary commitment to the study of one or the other, CPS interviewers also heard complaints about lacks or "over-emphasis."

(In programs with emphasis on both "macro" and "micro" aspects of communication, CPS interviewers found continuing efforts toward integration. Where a tradition of emphasis on one or the other is established there seemed at most only lip service to the idea of studying mass communications and communication processes together. See "Future directions" for each program in Chapter V.)

Certainly most of the students interviewed were not prepared for the growing emphasis on statistical methods for analyzing research data in the "micro" field. Remember that most came with backgrounds in journalism and others of the humanities. Thus many interviewees reported their surprise at the growing "micro" emphasis. Again, that surprise varied from delight to disappointment. In either case students often reported scars from unexpected battles with statistical methods and computer programing.

The group and individual ambivalences regarding these dichotomies extend to other areas in which some students' expectations are met where others are not.

In several universities students reported a feeling that the communications programs "lack structure." But this was mentioned with both disapproval and appreciation. Similarly the "unifying force"--core or proseminar courses--were damned by some and praised by others. A majority of students, regardless of original expectations, praised what others called "lack of structure," which represented--to them--a misperception of the values of diversity and of opportunity for graduate programs tailored to student needs, interests, and goals.

Of special pertinence to the interdisciplinary nature of these programs is the observation made by some students regarding professors in "contributing disciplines." The expectation seemed to be that professors in other departments would adapt their teaching to the students' interests in communications. Instead they were perceived as having greater interest in the students of their own departments. This was not a frequently reported disappointment. (Nor is this the place for a discussion of who must take responsibility for the integration of knowledge: the teacher or the graduate student.)

Other comments were made regarding expectations and perceived realities. They were not relevant to programs in communications so much as reflecting experiences of graduate students generally: some insecurities about placement; confusions from misunderstandings of requirements or from rapid new developments in the programs; trepidations about ability to do graduate level work, etc.

Career Goals

In discussing their career goals with students, the CPS teams were interested not only in the students' present goals but also in determining how much (or in how many instances) students had been influenced to change their goals. In addition, these interviews led to data on career goals somewhat more specific than had been presented by the program faculty members.

In the aggregate, beginning graduate students in communications are similar to new graduate students in any academic field. They range from those intent upon qualifying for a specific job (or for advancement in present positions) to those who are uncertain about their ambitions, but who have the vague thought that in their circumstances graduate work might be a good idea.

What happens to them in a rigorous program of graduate study? Some, of course, lack ability or rebel and do not remain. This may occur with a little more frequency in communications study than in the traditional departments. For some may equate "interdisciplinary" with "shallow" or "superficial" and thus choose what they perceive to be an easy way to a degree. Variation of rigor and demand exists, of course. But these new programs--motivated in part by their urgent need for academic respectability--are in no instance "degree mills." The CPS Committee found all programs to be sufficiently demanding to merit graduate status.

Few students who arrived with specific goals in mind changed. One kind of exception was the student who discovered research and dropped plans to be a producer or performer. Another exception was the student who discovered careers that had never before occured to him.

Many students who planned on a terminal master's degree followed by work in media field or government (USIA was mentioned frequently) were inspired to seek the Ph.D. At Boston University, for instance, four students had begun work in the new Division of Communication Research.

All four were aiming for research positions after completing the master's, but interviews revealed that three were actually seeking admission to Ph.D. programs. The fourth reported that he would do likewise except for the fact that he was required to return to the position from which he was on leave.

Most of the doctoral students interviewed were not aiming for specific positions but, in general, for careers in college or university teaching and research or service and/or research in communication-dependent divisions of government or industry. Compared with graduate students in the academic fields of the CPS Committee, however, there seems to be a remarkable diversity of target careers. The following is a tabulation of general and specific goals mentioned in student interviews:

Administration, production and/or performance in:
  commercial broadcasting
  army pictorial services
  armed forces radio
  World Council of Churches Communications programs
  industry (unspecified)
  university administration
  retailing
  political reporting
  public relations
  market research
  newspaper research
  broadcasting regulation
  writing
  mass media in Latin America

Communications research (unspecified)

Teaching (unspecified)

College or university teaching and research
  in a college of business
  in research methods
  in a department of speech
  in a department of communications
  in a college of education
  in AID or USIA
  in radio and television
  in electrical engineering
  in communication sciences
  in psychology
  in a seminary
  in cinema

A special problem regarding the students' prospects emerged from conversations with both faculty members and degree candidates. That is, are their opportunities limited to other communications programs or can they hope to be placed in the more traditional departments of colleges and universities? Relative to the latter alternative, the problem has two parts:

1. From the point of view of a hiring department: "Can a graduate in communications carry his share of the normal offerings in psychology or journalism or electrical engineering, etc?"

2. From the point of view of some Ph.D. communications specialists: "Do we have to compete for advancement and status with peers who have devoted the major portion of their graduate programs to the intensive study of the subject matter of the traditional department?"

Certain classic cases may lead to an exaggerated view of this problem. An outstanding contributor to the psychological literature in psycholinguistics and communication told the story of his rejection by an Ivy League psychology faculty. He had been invited to the position and nominated by a well known and respected member of that faculty, but the nominator's colleagues would not vote to accept among them--apparently regardless of knowledge, ability and promise in the field--a Ph.D. in "mass communications."

At the same time there are a few young faculty members who are graduates of communications programs and are teaching in traditional departments who are restive about their teaching assignments in traditional courses. The CPS interviewers learned of one in electrical engineering and of several in journalism departments.

Two more general findings may minimize this placement and career problem. One is the wide divergence of opportunities apparently open to graduates of these programs. This is supported by the lists of goals above and by information presented below regarding placement of graduates of these programs. The second sign of opportunities for these graduates is the rapid increase in numbers of programs in communications that have begun during the months of this study and the numbers of requests that have been made for this report as a source of guidance to the planning of still more communications programs.

This current growth does not necessarily represent a long-term trend nor increased teaching and research opportunities for communications scholars. Only a future survey can tell.

Graduate Careers

What becomes of communications scholars who have earned the Ph.D.? Data were gathered on the latest knowledge regarding professional activities for 135 holders of the degree--close to the total population of 139.

56 hold academic appointments in journalism; of these, 16 are department heads.

21 are in academic positions in departments or interdepartmental programs in communications (or mass communications or, in one case, communication sciences).

28 are in colleges and universities in positions other than journalism or communications.
  6 are in English departments.
  5 are in marketing or business administration.
  3 are teaching in other countries.
  2 are in publication administration.
  2 are college librarians.
  2 are in general administration.
  1 is in each of the following: division of community relations, educational broadcasting administration, electrical engineering, mechanic arts, medical TV research, public administration, sociology, speech.

30 are in non-academic positions.
  5 are in government communications for AID, USIA, American embassies, and one foreign country.
  5 are in government research for USIA, U. S. Air Force, N.I.H., and the "Research Advisory Group."

4 are in or directing communications research for the Chicago Tribune, IBM, Center for the Study of Audience Reactions, and the Creative Planning Institute of Visual Research, Inc.
3 are publication administrators: Press Institute of India; Cleveland Museum of Art; Curtis Publishing.
3 are in advertising research for agencies.
2 are in industrial communications.
2 are in educational media research.
1 is in each of the following: newspaper publishing, ETV management, religious communications, church archivist, post-doctoral student, housewife.

To complete the tabulation: the present positions of three scholars are unknown; one is deceased.

Table V shows the distribution of academic appointments held by those who have completed doctorates in various university programs in communications.

Summary

Data for this chapter have been drawn from CPS team interviews with graduate students. Some generalizations were drawn regarding academic backgrounds of these students, their motives in seeking advanced degrees in communications, and their reasons for selecting their particular programs. Also summarized are certain impacts of the programs on students' expectations and career goals.

The last section of this chapter presents a tabulation of the professional assignments of virtually all holders of the Ph.D. (1948-1963).

TABLE V

PH.D.'S IN COMMUNICATION: DISTRIBUTION OF ACADEMIC APPOINTMENTS*

Institution of Academic Appointment	Institution Granting Ph.D. Degree																										
	Michigan State			Illinois			Stanford			Wisconsin			U.S.C.			Michigan			Iowa			Minnesota			Syracuse		
	J	C	O	J	C	O	J	C	O	J	C	O	J	C	O	J	C	O	J	C	O	J	C	O	J	C	O
Michigan State University	2				2	1		1			1												1				
University of Illinois				3	1	3		2													1						
Stanford University								1			1																
University of Wisconsin				1	1						1											2					
U. of Southern California					1										1												
University of Michigan			1														1										
University of Iowa											1								4								
University of Minnesota				1		1	1																				
University of Washington						1		1														1	1				
Boston University		1		1	1																						
University of California (Berkeley)				1		1				1						1											
Pennsylvania State Univ.				1			1																				
U. C. L. A.																			1								
U. of Florida		1																	1								
U. of North Carolina							1			1																	
U. of Rhode Island							1																		1		
Alabama A. & M.						1																					
University of Alabama																					1						
Ball State Teachers Coll.						1																					
Bowling Green																			1								
Brigham Young																			1								
Central Michigan College										1																	
Columbia																			1								
East Texas State																			1								
Fresno State																									1		
Georgia State																			1								
Howard College																			1								
Indiana University																							1				
Iowa State	1																										
Kansas State			1																								
Kent State																			1								
Kentucky																			1								
Lincoln University																									1		
L. S. U.																			1								
U. of Massachusetts																						1					
U. of Mississippi																			2								
Montana State																			1								
Nebraska State			1																								
U. of Nebraska																			2								
New Paltz State						1																					
U. of North Dakota																						1					
Notre Dame									1																		
Ohio University				1																							
Orange State																			1								
University of Oregon					1																						
Oregon State University						1																					
U. of Philippines			1																								
San Diego State																			1								
South Dakota State																			1								
U. of South Dakota										1																	
U. of Southern Illinois				1																							
Texas A. & M.																			1								
U. of Texas						1																1					
U. S. N. A.																					1						
U. of Utah																			1								
Washington University						1																					
Wayne State						1																					
U. of Waterloo (Canada)			1																								
Wisconsin State (Superior)												1															
India						1																					
Japan						1																					

*Column Headings:
J = Journalism departments or schools
C = Communication departments or schools
O = Other departments or schools, or non-academic appointments in higher education institutions

CHAPTER V

INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATIONS: BRIEFLY NOTED

This chapter presents individual sketches of the 14 programs, briefly noting:

Degrees offered
History
Contributing disciplines
  Courses completed by graduates (Ph.D. programs only)
  Faculty in contributing fields
  Fields of highest graduate degree of contributing faculty
Professional placement of graduates
Atmosphere of the University in relation to the program
Future directions
Research interests of current faculty

These sketches were submitted to the administrators of each program under a letter containing this paragraph:

> In relation to your own program there are data, descriptions, and predictions. They represent both material you have provided and the perceptions of "outsiders." We thought you would like to correct any data, fill any blanks, and perhaps counter our perceptions with some of your own. Our final report, then, can include your corrections and (separately) your comment.

Responses were received from eight of the 14 programs visited.[1] Those responses which included missing material or corrections confirmed by the CPS data are incorporated in these sketches. Other comments deemed contrary to or going beyond the CPS data are presented separately after the descriptions of the respective programs.

For this section of the report an attempt was made to classify the programs according to their emphases. It was possible to perceive four such categories of emphasis: in communication sciences, in interpersonal and mass communications, in mass communications, and in mass communications with professional orientation. This is neither seen nor presented as a rigid classification since individual students need not follow the model emphasis within each program. Directors of the programs have had an opportunity to see and respond to this classification.

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[1] From M.I.T., Michigan, Illinois, Michigan State, Stanford, Boston, Iowa, and Pennsylvania.

PROGRAMS IN COMMUNICATION SCIENCES

1. Massachusetts Institute of Technology
2. University of Michigan

1. MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Cambridge, Massachusetts.
Morris Halle, Chairman, Committee on Communication Sciences.

Degrees Offered

M.A., M.S., Ph.D. in the fields of natural or social science, engineering and industrial managements

M.S., D.Sc. in fields of science of engineering

History

Activity in the Communication Sciences began at M.I.T. about 1946 with the work by Claude Shannon and Norbert Wiener in information processing and theory. The responsible unit was the Research Laboratory of Electronics, in whibh was established in 1958 a "Center for Communication Sciences" made up of an interdepartmental committee. Establishment of the Center formalized a long-standing collaboration of engineers with workers in such other fields as biology, psychology, and linguistics, with particular impetus from the latter in the persons of Noam A. Chomsky and Morris Halle. There is "no formal graduate program on communication sciences." Academic regulations make it possible for students to follow an interdepartmental program with an interdepartmental doctoral committee. A standing Committee on Communication Sciences has concluded, in late 1963, "that it would [not] be realistic . . . to establish a common core [doctoral] program. . . .Instead, . . .M.I.T. will continue to offer training in the Communication Sciences in the different departments."

Contributing Disciplines

(A) Number of courses completed by graduates: no data

(B) Number of faculty in contributing fields:

Biology--1
Civil Engineering--1
Electrical Engineering--5
Industrial Management--1
Linguistics--1
Mathematics--1
Modern Languages--1
Physics--1
Psychology--1

(C) Field of highest graduate degree of contributing faculty: no data

Professional Placement of Graduates

No data

Atmosphere of the University in Relation to the Program

This informal program is not widely known--nor is there concern for its "image" as a program. There is little, if any, communication between faculty and students in the communication sciences and those in the communication *social* sciences--especially in international communication (in the Center for International Studies). Support for the program appears in funded research, good library, and superior computer facilities.

Future Directions

The recent action by the Committee on Communication Sciences signals an intent to maintain the informally structured program for the benefit of interested students in the various programs; for the occasional student who requires a more broadly interdisciplinary course of study; and, from the point of view of some members, for attracting research contracts in the area. The social sciences are likely in the future to be drawn into closer collaboration in student programs and research in the communication sciences.

Research interests of current faculty

- Psycholinguistics:
  - language learning
  - redundancy in language
  - information theory implications
  - development of logical models
  - biological aspects
- Mathematical theory of communication
- Computer design and theory
- Operations research
- Artificial intelligence
- Neurophysiology
- Sensory communications
- Linguistics
- Cognitive processes
- Perception
- Theory of automata
- Network theory

2. UNIVERSITY OF MICHIGAN, Ann Arbor Michigan. Gordon E. Peterson, Chairman, Communication Sciences Committee

Degrees offered

M.S., M.S.E., and M.A. in Communication Sciences

Ph.D. in Communication Sciences

History

This program began to develop in 1954 when Gordon E. Peterson (Professor in the Speech and Electrical Engineering Departments) and Arthur W. Burks (Professor of Philosophy) were guiding graduate students through programs in Communication Sciences via existing courses, especially mathematics, electrical engineering, physiology, psychology, and linguistics. A Communication Sciences Committee was established in 1958 to direct the program. To meet the particular needs of graduate students in Communication Sciences, the Committee created Communication Sciences courses (26 at the time of this study) and negotiated for work in relevant disciplines for Communication Sciences students.

Contributing Disciplines

(A) Number of courses completed by graduate students (Ph.D) (N=20)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Aeronautical Engineering	2			
Anatomy	1			
Communication Sciences	3	4	8	5
Electrical Engineering	12	3	1	1
English	6			
French	6			
German	12			
Industrial Engineering	1			
Instrumentation Engineering	3	1		
Mathematics	4	3	9	3
Near East Studies	1			
Philosophy	9			
Physics	1			
Psychology	7			
Russian	4			
Speech	3			
Zoology	1			

(B) Number of faculty in contributing fields:

Communication Sciences--2
Electrical Engineering--3
Mathematics--2
Pharmacology--1
Philosophy--1
Psychology--1

(C) Field of highest graduate degree of contributing faculty:

Communication Sciences--1
Electrical Engineering--2
Mathematics--3
Medicine--1
Philosophy--1
Psychology--1
Speech--1

Professional Placement of Graduates

Ph.D.--College teaching: electrical engineering--1
communication science--1

M.S.--Graduate work at U. of M.--21
No data--8

Atmosphere of the University in Relation to the Program

The program and the Communication Sciences Laboratory seem highly regarded by the administration and the few faculty members who know about it. But there is little central financial support for the graduate program and for research, requiring almost entire reliance on foundation and training grants and on research grants and contracts.

Future Directions

Some financial and administrative stability will come with approval of departmental status (in one of four possible Colleges of the University). Current emphases and interests seem stable. A few informants mentioned the possibility of future association with one or more of the social sciences. Others mentioned the possibility of future work in applied fields. Development in these directions seems unlikely.

Research interests of current faculty

Sub-molecular aspects of memory
Blocking of memory
Schemes of sociological systems
Theory of natural language structure
Semantic theory
Automata theory
Adaptive systems theory
Information theory
Coding theory
Heart models

THEORY-ORIENTED PROGRAMS: INTERPERSONAL COMMUNICATION AND MASS COMMUNICATION

3. University of Illinois
4. Michigan State University
5. University of Southern California
6. University of Wisconsin

3. UNIVERSITY OF ILLINOIS, Urbana, Illinois. Theodore Peterson, Dean, College of Journalism and Communications.

Degrees Offered

M.S. in Advertising, Journalism (News-Editorial), and Radio-Television

Master of Television

Ph.D. in Communications

History

The program was established in 1947 by a graduate school committee led by Wilbur Schramm, then Dean of the Division of Communications. First emphasis was on an integration of journalism and traditional social sciences into a program of "mass communications" with an aim of preparing teachers, researchers, and media specialists. Important later developments include incorporation with behavioral sciences--especially psycholinguistics--as Charles Osgood headed the Institute for Communications Research. The Institute, which had been under the jurisdiction of the Graduate College, was made a part of the College of Journalism and Communications in 1957. The doctoral program in communications, still administered by a Graduate College committee, may also soon be incorporated within the College of Journalism and Communication.

Contributing Disciplines

(A) Number of courses completed by graduates (Ph.D.) (N=41)

	1-3 Courses	4-6 Courses
Communications	32	6
Economics	11	1
English	3	
Foreign Languages	24	4
History	1	
Humanities	3	
Journalism	31	1
Library Science	1	
Marketing	3	
Mass Communication	25	

	1-3 Courses	4-6 Courses
Mathematics	4	
Philosophy	6	1
Political Science	15	
Psychology	22	5
Sociology	31	1
Speech	2	
Statistics	15	

(B) Number of faculty in contributing fields

Advertising--3
Anthropology--1
Communications Research--6
Economics--2
Educational Psychology--1
Journalism--5
Library Science--1
Philosophy--1
Political Science--1
Psychology--3
Radio-Television--1
Sociology--3
Speech and Theatre--1

(C) Field of highest graduate degree of contributing faculty: no data

Professional Placement of Graduates (Ph.D.)

College teaching and administration:
- Business Administration--2
- Communications--5
- Education--1
- Engineering--1
- English--2
- Journalism--10
- Library Science--2
- Mechanical Arts--1
- Community Relations--1
- Unspecified--5

Research:
- Academic--1
- Commercial--1
- Government--2

Media:
- Audio-visual--1
- Advertising--1
- Magazine--1

USIA Radio-TV Director--1

Atmosphere of the University in Relation to the Program

This program is highly regarded by faculty and administration, though by no means fully understood. Some faculty and students interpret the Communications degree, by virtue of their conception of its interdisciplinary nature, a weak one. The assumption seems to be that an interdisciplinary program cannot provide depth of study in an area. Nevertheless, adequate research funds are available (most from contracts with outside agencies) through the Institute for Communications Research; library service is excellent; computer facilities are easily available. Budget problems may be eased by the expected move to place administrative responsibility in the College of Journalism and Communications.

Future Directions

Almost all of the initiators of the program are working in communications elsewhere. The traditions and developments are being carried on by an able faculty, some of whom see a responsibility for bridging a sometimes apparent gap between the "micro" and the "macro" studies of communications.[2] It appears likely that this fusion will continue to be a student choice rather than a faculty choice, though there is "exposure" to both sides. Interviews with faculty in contributing traditional disciplines were consistent in predicting greater future contributions from their particular fields. Another prediction for this program: development of specialized fields of communication, as in medical communications, legal communications.

Research Interests of Current Faculty

Hidden communication
Spread and acceptance of ideologies
Cross-cultural and international communications
Social effects of mass media
Social effects of mass production
Propaganda studies
Anthropological application of the information theory model
Persuasion and persuasibility: advocacy, preparation for advocacy,
    logic in advocacy, credibility of the source
Verbal learning and verbal behavior
Dialogue and feedback
Factors in the formation of public attitudes
Educational communication

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[2] See discussion of "micro" and "macro" on page 42.

4. MICHIGAN STATE UNIVERSITY, East Lansing, Michigan. David K. Berlo, Chairman, Department of Communication, College of Communication Arts

Degrees Offered

M.A., Ph.D.

History

The program was established with the College of Communication Arts in 1955 by Sabine at the request of President Hanna in order to strengthen work in the various departments dealing with communication, and to "integrate and organize knowledge in the field." Originally designed with three areas of concentration (Communication Theory and Process, Mass Communication, Communication Research Methods), the program was evaluated in 1960 and revised. Now graduate students are all in a general major of communication theory and research.

Contributing Disciplines

(A) Number of courses completed by graduates (Ph.D) (N=37*)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Adm. Education (AES)	1			
Ag Economics	4	1		
Business	1		1	
Communications	1	14	20	2
Economics	3			
Education	8			1
English	3	4		
Extension Service (EPD)	3			
History	4	1		
IDC	3			
Linguistics	1			
Management	1			
Mass Communications	18	6	4	
Mathematics	2			
Philosophy	16	4		
Political Science	8	2		
Personnel Management (PPA)	3			
Psychology	23	6		
Sociology	11	19	3	
Spanish	1			
Speech	3	2		

*Includes 12 Ph.D. holders and 25 third-year students who have completed course work.

(B) Number of faculty in contributing fields:

Agriculture--1
Communication--10
Education--1
Mass Communications--7
Political Science--1
Psychology--2
Sociology-Anthropology--2
Speech--2

(C) Field of highest graduate degree of contributing faculty:

Administration--1
American Culture--1
Dramatic Production--1
Education--1
Communication--3
Mass Communication--2
Political Science--2
Psychology--2
Rhetoric--1
Rural Sociology--1
Social Psychology--1
Sociology--3
Speech--5

Professional Placement of Graduates

College teaching:
  Advertising--1
  Communications--2
  English--22
  Journalism--2
  Speech--1
University Research--2
Industry Research--1

Atmosphere of the University in Relation to the Program

This program may be better known and more highly respected off campus than on. At the same time it is highly regarded outside the College of Communication Arts, especially by some faculty members who have become aware of the program--particularly in the social and behavioral sciences--at Michigan State. Not all components of the College of Communication Arts approved of the required realignment of departments. So some conflict--perhaps abating--survives within the College itself. But the program was initiated by top administration and is supported by top administration. This is reflected in the history of the establishment of the program, in budgeting for both the Department and the Institute for Communication Research, and in the important roles of the program innovators in the conduct of the University itself. Research is well supported, both locally and through contracts. The computer facility is readily accessible, and basic data sorting and counting devices are available in the Department itself.

Future Directions

A wide disparity is found among the Communications faculty regarding substance, emphasis, and even administration in the future of this program. This does not reflect instability or indecision so much as diversity (by design) of personnel and their academic interests. These developments seem likely:

1. Continued stress on social-behavioral communication theory with increased "operational orientation."

2. Development of an internship program for future teachers of communications.

3. Liaison with other programs, at least in the Midwestern "Big Ten" Universities through the "Committee on Institutional Cooperation."

4. Increased concern with computer simulation and with international communications.

Research Interests of Current Faculty

Diffusion of innovation
Non-verbal communication
Application of communication theory: politics, education, economics, etc.
Theory development
Human values and the "transmission" of values
Intergroup understanding
Psycholinguistics
Synthesis of knowledge of communications
Consumer orientation to mass media
Computer simulation
International communication

5. UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California. Milton C. Dickens, Chairman, Division of Communication.

Degrees Offered

Ph.D. in Communications

History

With Milton C. Dickens as director, a Division of Communications was established in 1954 as a loose affiliation of the departments of Cinema, Drama, Speech, and Telecommunications. The organization seems to have remained loose, with a minimum of interdepartmental communication and with little organized involvement of related disciplines.

Contributing Disciplines

(A) Number of courses completed by graduates: no data

(B) Number of faculty in contributing fields:

Communications--3
Cinema--8
Drama--4
Speech--16
Telecommunications--4

(C) Field of highest graduate degree of contributing faculty: no data

Professional Placement of Graduates

No data

Atmosphere of the University in Relation to the Program

For at least two years the Communications program has been a subject of "re-evaluation." (Anticipated changes did not materialize over 18 months of contact between CPS and the University.) Many faculty members in and out of the participating departments see merely departmental programs. They point to a minimum of course work in Communications *qua* communications and to a heavy theoretical stress in Speech and Telecommunications (each of which offers a Ph.D. degree) and performance emphasis in Cinema and Drama and in the slight involvement of Journalism. A general lack of interaction with the social sciences was noted by both faculty and administration spokesmen.

Aside from normal departmental funds, none seem available in support of this program as an entity. Departments do support the communications students through departmental graduate assistantships.

Faculty members state that the program is neither well-known, understood, nor highly respected locally. Some are critical of library facilities and services. Some point to disrepair and obsolescence of physical equipment. Computer services are available though used only minimally.

Future Directions

Two developments seem likely:

1. Increased involvement of social science methodologies from sociology, psychology, and computer science.

2. Construction of a "center for the Performing Arts." Faculty perceptions differ regarding the functions of such a center, but agree that both professional and academic interests could be served.

Other possible developments include:

1. Establishment of a graduate program in specialized journalism (such as medical or scientific writing).

2. Establishment of a common library for Communications.

3. Organizing of means of disseminating information regarding research and seminars in and among the participating departments.

Research Interests of Current Faculty

Aesthetics
Literary criticism
Dramatic criticism
Relationships of communications to philosophy, theology,
    psychology, mathematics, linguistics, etc.
Definition of communications
Dramatic production as research
Educational needs of mass media professionals

6. UNIVERSITY OF WISCONSIN, Madison, Wisconsin. Ralph O. Nafziger, Director, School of Journalism and Chairman, Program in Mass Communications.

Degrees Offered

M. A. in Journalism

Ph.D. in Mass Communications

History

In response to a proposal by a committee chaired by Ralph O. Nafziger, the graduate school faculty, in 1958, formally approved a Ph.D. in Mass Communications. However, the degree had been awarded six times between 1950 and 1958 under the aegis of special interdisciplinary doctoral committees appointed by the graduate school. Purpose was stated in part: "To give selected students training in mass communications theory and experience in mass communications research techniques." Dissertation titles (1953-1956) indicate a gradual shift in emphasis from "mass communications" to "interpersonal communications," but not to the exclusion of the former. Two research centers are associated with the program: The Mass Communications Research Center and the Mass Communications History Center.

Contributing Disciplines

(A) Courses completed by graduates: no data

(B) Number of faculty in contributing fields:

Each student's program is arranged to draw freely from appropriate departments of the University. Outside of Journalism and Ag Journalism there are no faculty people considered as being members of the faculty, but others are represented on the administrative Committee on Mass Communications.

(C) Field of highest graduate degree of contributing faculty: no data

Professional Placement of Graduates

Fifteen Ph.D. holders are listed up to June, 1964, as follows:

College teaching:
  Journalism--8
  Mass Communications--2
Research--5

Atmosphere of the University in Relation to the Program

This program seems to be well known with regard ranging from "tolerant" to "highly respected." Students are known to do well in other departments. The graduate school (which determines allocations of research assistantships and fellowships) provided special support to give the program momentum and now continues to make research support available. Library, research, and computer facilities are appropriate, though some faculty members see needs for larger library and research budgets.

Future Directions

Emphases in research are seen as moving to: interpersonal communication, communication recipients, communications systems. Some predictions reflect particular individual interests and biases: more historical and survey studies, more quantitative and experimental investigation, more development of professional media personnel, more involvement in "technological problems" with less in "basic research." No striking academic or administrative changes are contemplated.

Research Interests of Current Faculty

Taxonomy of communications processes
Interlingual communication
Social effects of the mass media
Relationships of government and mass media
Attitude restructuring
Psycholinguistics
Reading comprehension
Educational communication

THEORY-ORIENTED PROGRAMS: MASS COMMUNICATIONS

7. Indiana University
8. University of Iowa
9. University of Minnesota
10. Stanford University
11. Syracuse University

7. INDIANA UNIVERSITY, Bloomington, Indiana. Jack B. Haskins, Chairman, Interdisciplinary Ph.D. Program in Mass Communications

Degrees Offered

Ph.D. in Mass Communications

History

This is a new program, established in 1962 through the efforts of Sidney Kraus (Radio-TV) and Reuben Mehling (Journalism) "in response to state and national needs for the interdisciplinary study of communications." Both "founders" of the program have left the University. Neither seminal department offers a departmental doctorate. The other departments represented on the "Committee on Mass Communications" have had doctoral programs for some time: speech and theatre, instructional communications, psychology, and sociology.

Contributing Disciplines

(A) Number of courses completed by graduate students (N=9*)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Anthropology		1		
Audio-visual	6			
Business	2			
Economics	1			
Education	1			
English	1			
HPER	3			
Journalism	7		2	
Languages	5	1		
Mass Communication Research	2			
Psychology	5	1		
Radio-TV	7	1	1	
Sociology	1	6	1	1
Speech and Theatre	3			

*This is course work completed--and, in a few cases, to be completed--by the nine students in the program.

(B) Number of faculty in contributing fields:

The Committee on Mass Communications is made up of one professor from each of the following departments: psychology, instructional communications (audio-visual), journalism, radio-tv, speechand theatre, and sociology.

(C) Field of highest graduate degree of contributing faculty:

Instructional Communications--1
Journalism--1
Psychology--1
Sociology--1
Speech--2

Atmosphere of the University in Relation to the Program

In recent years the University has encouraged the establishment of "area programs" and other interdisciplinary curricula. In this case support has been largely "moral" and minimally monetary. Graduate assistantships are in one of the five departments represented on the Committee when the departments are willing to support students in the multi-department program rather than their own. There is no Mass Communication budget for library material or research.

Some developments since the team visit indicate greater program support. These include departmental status and, with it, Mass Communications graduate assistants.

The program, though new, seems well known on campus, but it is not widely understood. The evidence is that some members appointed by their departments to the Committee on Mass Communications do not thoroughly understand the program.

Future Directions

Divergent opinions were found regarding the future of this program. Some Mass Communications faculty predict developments of specialties within the area (advertising research was cited as an example). Others foresee development of special communications areas within such traditional departments as sociology, psychology, etc. An underpinning for the program may be proposed in the form of M.A. and undergraduate curricula. Some use of the program of the Committee on Institutional Cooperation (CIC) involving other "Big Ten" Universities is envisioned.

Research Interests of Current Faculty

Development of theoretical models
Motivation of communication
Creativity in radio and TV
International communication
Synthesis of existing empirical research
Improving the uses and quality of advertising

8. UNIVERSITY OF IOWA, Iowa City, Iowa. Leslie G. Moeller, Director, School of Journalism

Degrees Offered

M. A. in Journalism

Ph.D. in Mass Communications

History

The graduate program in mass communications was established under the leadership of Wilbur Schramm shortly after he became director of the School of Journalism in 1943. The new program was "based on much work in the liberal arts, and especially the social sciences, to meet the new needs." A special requirement for the Ph.D. is at least one year of "commerical experience" in one of the mass media. This has been a largely professional program with addition of theoretical and methodological contributions from other disciplines. This program has been a major source of professional journalism educators.

Contributing Disciplines

(A) Number of courses completed by graduates (Ph.D.) (N=47)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Anthropology	1			
Business		1		
Economics	5			
Education	6			
English	8	3	2	
General Semantics	18			
History	10		2	
Languages (Ph.D.)	16			
Marketing	2			
Mass Communications*		1	3	43
Philosophy	4	1		
Psychology	24			
Sociology	32	4		
Speech	4			
Speech Path. and Audiology	1			
Statistics	29			

*This label covers courses in mass communications, communications, and journalism.

(B) Number of faculty in contributing fields:

Educational Psychology--2
Journalism--11
Journalism and Marketing--1
Political Science--4
Psychology--2
Sociology--4
Speech--2
Speech Pathology and Audiology--1*

*Usually General Semantics

(C) Field of highest graduate degree of contributing faculty:

Advertising--1
Clinical Psychology/
  Speech Pathology--1
Educational Statistics
  and Measurements--2
Mass Communications-3
Political Science--4
Radio, TV and Film--2
Social Psychology--2
Social Science--2
Sociology--4
Speech--1

Professional Placement of Graduates

- College teaching
  - Journalism--24
  - English--1
  - Business Administration--1
- College research--1
- University publications--1
- Commercial publications--3
- Commercial research--2
- Public relations--1
- Educational television--1
- Government information--2
- USAF research--1

Atmosphere of the University in Relation to the Program

University of Iowa faculty members and administrators outside the School of Journalism do not seem to view the program in Mass Communications as very different from a program in professional journalism. Thus, as a "journalism" program, it seems fairly well regarded and supported. Support includes some central financial support for research in mass communications. Good physical facilities are the envy of some members of other departments.

Future Directions

Divergent views of future course and research development were found. These were all anticipated shifts of emphasis: to or away from increased experimental-quantitative research; to or away from increased professional training; to or away from increased rigidity of requirements; to or away from increased work in the social sciences. But the trend seems to be toward more interdisciplinary involvement, especially with the social and behavioral sciences. A significate of this direction is the appointment of Malcolm MacLean, Jr. to the Gallup Chair for Quantitative Research in Journalism. He now directs the Bureau of Mass Communications Research.

Research Interests of Current Faculty

Economics of publishing
Effects of non-verbal communication
Information flow
Educating audiences to better use of information
Self-conceptualizations of mass communicators
Enhancing public attention and interest in public affairs
Effects of mass media on the individual
Systems of communications

Comments from Leslie G. Moeller, Director, School of Journalism, University of Iowa:

History

"A special requirement for the Ph.D. is at least one year of 'practical professional experience' . . . 'so that technical courses may be excluded from the doctoral program.' Student programs have been largely made up of social-impact, research, and theory courses in the School of Journalism, with the addition of theoretical and methodological contributions from other disciplines."

9. UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota. Robert L. Jones, Director, School of Journalism

Degrees Offered

M.A., Ph.D. in Journalism

History

The Communications Research Division of the School of Journalism was established in 1944 along with a new emphasis on graduate study "drawing on psychological and sociological theory." This led to a substantial program of sponsored research and, in 1951, initiation of the Ph.D. program. Ralph D. Casey is credited as the moving force behind these developments. Recent emphases have developed in "international communications and comparative foreign journalism" and in law.

Contributing Disciplines

(A) Number of courses completed by graduates (Ph.D.) (N=6*)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Communications		2		
Economics	1			
Education	1	1		
Geography	2			
History	3	1	1	
Journalism			1	5
Mass Communications		2	2	
Philosophy	1			
Political Science	2	1	2	
Psychology	3			
Public Health	2	1		
Radio-Speech	1			
Sociology	3			
Spanish Literature	1			

*All six programs included from 11 to 20 Journalism courses. However, four were broken down into Mass Communication, Communication, and Journalism

(B) Number of faculty in contributing fields:

Journalism--8

(C) Field of highest graduate degree of contributing faculty:

American Studies--1
Communications--1
History--1
Journalism--1
Mass Communications Research--1
Political Science--2
Psychology--1

Professional Placement of Graduates

University teaching
    Journalism--7
    Communications--2
Government Information (India)--1

Atmosphere of the University in Relation to the Program

Faculty members in other fields do not have a referent for the label "interdisciplinary communications program." They are aware of the School of Journalism, and a few know the graduate program as drawing on related disciplines. The Journalism faculty members with graduate degrees in other fields are well regarded by their colleagues in the respective departments. Interdisciplinary organization (through the graduate school) is quite loose. This seems to force the program to "borrow" from, rather than "collaborate" with, related departments. Recent shifts of departments out of the College of Liberal Arts increase the difficulty of interdisciplinary cooperation and collaboration. There are signs of infighting over the label "communications" involving departments in education, speech and theatre, and journalism.

There is support for the program in the form of library funds, computer facilities, and graduate assistantships. Some of the latter are research assistants in the Communications Research Division.

Future Directions

Some (younger) faculty members predict no significant changes over the next ten years. Others foresee growing emphasis on experimental, quantitative research with, perhaps, a decline in the study and application of other research methodologies. Faculty members offer a wide range of hoped-for developments involving: rhetorical theory, anthropology and psycholinguistics, more production of professional media personnel, economic theory, literature and philosophy. The present labeling impasse may be resolved with interested departments incorporating "communications" in their titles with the modifier "mass" for this program.

Research Interests of Current Faculty

Comparative journalism
Media effects
Motivations for reading
Characteristics of a distinguished newspaper
Requirements for effectiveness of communication
Model development
How we learn to communicate
Communication behavior and cultural structure correlates
Media as social institution vs. other institutions
History of broadcasting
Psychology of the consumer
Economics of mass communication

10. STANFORD UNIVERSITY, Stanford, California, Clifford F. Weigle, Executive Head, Department of Communication

Degrees Offered

M.A. in fields of Journalism, Broadcasting/Film, Communication Research

Ph.D. in Communication

History

Chilton R. Bush, emeritus chairman of the Journalism Department, established the Institute for Communication Research as part of the department and introduced a behavioral science and research oriented Ph.D. program in the early 1950's. In 1956 Wilbur Schramm became director of the Research Institute. Direction of work in broadcasting and film was shifted from the Department of Speech to Communication in 1961. The Institute is an office of project research for the faculty of the Communication Department and occasionally other departments.

Contributing Disciplines

(A) Number of courses completed by graduates (Ph.D.) (N=16)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Anthropology	5			
Communication	1	9	5	1
English	1	1		
French	5			
History	1			
Journalism	8	4		
Mathematics	3			
Philosophy		1		
Political Science	3		1	
Psychology		1	7	6
Sociology	7	6		
Statistics	3			

(B) Number of faculty in contributing fields: no data

(C) Field of highest graduate degree of contributing faculty: no data

Professional Placement of Graduates (Ph.D.)

- College teaching
    - Journalism/Sociology--1
    - Journalism--4
    - Communications--4
- College Research--5
- Industry Research--2
- USIA--1
- Public Schools Research--1
- Editor, University Publications--1

Atmosphere of the University in Relation to the Program

This program seems to be the recipient of that special high regard from the University which, in these times, is bestowed upon departmental magnets for outside research funds. Also it is considered important enough in at least one department (political science), and perhaps in others, to be an appropriate minor study.

Total dependence on contract funds--as in other programs studied--seems associated with certain special difficulties: permanent appointments are very difficult to arrange; support for non-funded important research and development is not available; all computer time must be paid for. The library, on the other hand, although criticised by some faculty members, is improving. In these circumstances it was difficult to determine whether the general high regard for the program stems from an appreciation of its unique goals, methods, and scholarly accomplishments, or from admiration of its success in attracting research funds for the University--or from some immeasurable proportions of both.

Future Directions

Diversity of interests and emphases among faculty members is reflected in differing perceptions of the future. The range is from a communications program leaning more and more toward experimental behavioral science to one tending more and more toward improved professional journalism training based upon understanding of "fact and philosophy" behind journalistic activities.

Interests and biases of present faculty members would lead to these predicted developments:

1. Development of communications as an applied social science with a theory of its own and strong ties with other social science disciplines.

2. Increased experimental research in communications problems that appear in many disciplines: psychology, linguistics, sociology, etc.

3. Professional preparation (especially at the Master's level) in journalism which features an attempt to incorporate theoretical developments in communications.

4. Study of communications processes in other-national settings and of implications for international communication.

Research Interests of Current Faculty

Attitude change
Persuasion
Non-verbal communication
Diffusion of innovation
Variables determining persuasive and informative effectiveness in films
Relationships of political life and the press
Mass media
Relationships of general semantics to the press
Concept of "opinion leaders"

Comments from Clifford F. Wiegle, Executive Head, Department of Communication, Stanford University:

Contributing Disciplines

"Each student takes courses in appropriate departments, as indicated by the tabulation of courses completed by graduates. In addition, a faculty member from the appropriate outside department serves on each student's dissertation committee. There are approximately ten members of the Communication Department faculty, but no members of other departments currently hold joint appointment in Communication."

Atmosphere of the University in Relation to the Program

"Department budget for 1965-66 is $142,000 of University funds apart from contract money. This includes 7 or 8 permanent faculty positions; University has assigned us 15,000 square feet of nearly-new space for '66-'67 ff."

"We operate within the department 3 divisions:

1. Journalism--primarily A.B. and M.A. professional work and communications theory and research courses.
2. Broadcasting and Film--professional A. B. and M.A. work in broadcasting and film.
3. Institute for Communication Research--made up of our departmental faculty in their capaicty as project research contractors."

"One of 2 or 3 best communication collections in U. S."

Future Directions

"We really don't 'differ': we plan to develop strongly in both professional and communications, behavioral, and historical research. And we plan to broaden our Ph.D. offerings."

11. SYRACUSE UNIVERSITY, Syracuse, New York. Wesley C. Clark, Dean, School of Journalism

Degrees Offered

M.A., M.S. in Journalism

Ph.D. in Communications

History

The doctoral program was begun in 1958 "to provide a broader academic base in mass media studies" at this level. This beginning dates six years after Wesley Clark was named Dean of the School of Journalism. Credited as a seminal person (with Dean Clark) is George L. Bird, who also offered the first graduate courses in a Journalism Master's degree program in 1939. Recent trends are away from philosophical-historical emphasis, toward empirical-experimental emphasis--as evidenced by new requirements in statistics and new ties with computer sciences. The Newhouse Communication Center was opened in 1964.

Contributing Disciplines

(A) Number of courses completed by graduates (Ph.D.) (N=20)

	1-3 Courses	4-6 Courses	7-9 Courses	10+ Courses
Audiovisual	4			
Education	10			
English	3			
Geography	2			
History	2	1		
Journalism	6	6	4	4
Mass Communications	12	4	1	
Mathematics	1			
Political Science	6	1		
Psychology	10			
Religion	1			
Social Science	1			
Sociology	5	3		

(B) Number of faculty in contributing fields:

Audiovisual communications--12
Journalism--16

(C) Field of highest graduate degree of contributing faculty:

Education--3
Fine Arts--1
Humanities--1
Journalism--3
Law--1
Political Science--4
Sociology--1

Professional Placement of Graduates

- Research
  - Industrial--1
  - Government--1
- Media
  - Government Information--1
  - Religious Journalism--2
- College Teaching
  - Journalism--6
  - English--3

Atmosphere of the University in Relation to the Program

The Newhouse Communications Center looms as both effect and cause of acceptance and appreciation of the several communications-related programs (in addition to journalism: radio-tv and audio-visual education). The University seems committed to continued building of strength in this area, though there has been slow commitment of research funds and other means of supporting graduate work and graduate students.

Future Directions

At the time of this study there were many questions and few answers in the area of future developments. University officials and program administrators had been in consultation with leaders in the field. Other faculty members were engaged in exchanges of memos on emphases, means of coordination, and "uses to which the new Communications Center should be put." Some faculty members foresee expanded programs of research in applied and theoretical problems that are apt to attract foundation and government support. Primary stress will likely be on *mass* communications.

Research Interests of Current Faculty

Television and film perception
International flow of news
Readability
Effects of media
Computer simulation to test responses to (advertising) messages

MASS COMMUNICATIONS PROGRAMS (MASTERS') WITH PROFESSIONAL ORIENTATION

12. Boston University

13. University of Pennsylvania (Annenberg School of Communication)

14. University of Washington

12. BOSTON UNIVERSITY, Boston, Massachusetts. Gerhard D. Wiebe, Dean, School of Public Communications

Degrees Offered

M.S. in fields of Communication Research, Film, Journalism, Broadcasting, and Public Relations

History

The School of Public Relations was established in 1948 ("and Communications" added to title in 1951; "Relations and" deleted in 1964). It offered professional training in journalism, public relations, broadcasting, theatre and film. A gradual shift to incorporate some "social and theoretical aspects of the communications media" culminated, in 1963, in the establishment of a Division of Communications Research under the chairmanship of Edward J. Robinson, who is also Director of the Communications Research Center. (Other divisions are Broadcasting and Film, Journalism, and Public Relations which emphasize professional training in those areas.) The program has become interdisciplinary less through collaboration with departments of other schools and more through staffing with faculty with graduate work in traditional disciplines.

Contributing Disciplines

(A) Number of faculty in contributing fields:

Broadcasting--7
Communication--6
Film--3
Journalism--7
Law--1
Public Relations--6

(B) Field of highest graduate degree of contributing faculty:

Communications--2
English--2
Journalism--3
Public Relations--2
One from each of the following: Business Administration, Economics, Economics/Political Science, Education, Fine Arts, Government, Letters/Literary History, Mass Communications, Modern Languages, Psychology, Radio, Radio-TV-Speech, and Speech-Theatre-TV.

Professional Placement of Graduates

Data were reported on 111 graduates (M.S.) of the public relations, broadcasting and film, and the journalism divisions:

3 in teaching
2 in research
7 in government or industry administration
Almost all others in production and/or administration of various information and media enterprises, including public relations, audio-visual, educational and commerical broadcasting, editing, advertising, government information

Atmosphere of the University in Relation to the Program

The historical vocational-school image of this program is reflected in the fact that liberal arts students do not earn credits when enrolled in many of the courses of the SPC. This is gradually changing as members of the faculty (and a few students) make professional and academic contact with other departments, particularly in the social sciences. Research funds are not available from the University, leaving the Communications Research Center and Division to depend on grants for support of research.

Future Directions

An M.S. degree in Science Communication will be offered within the Journalism Division beginning in September 1966. Increased emphasis on quantitative research methodologies is likely with the growth of the Communication Research Division. A related heightening of a technical-vs.-theoretical argument among faculty and among students may follow. Consideration of a Ph.D. program is not envisioned for three years or so.

Research Interests of Current Faculty

Role of broadcasting in public policy
Responsibility of the broadcaster
Predicting attitude change
Persuasibility
Effects of personality characteristics on communication
History of communication
Effects of the media
Decision-making effects of mass communications

Comment from Gerhard D. Wiebe, Dean, School of Public Communication, Boston University:

Future Directions

"The growth of the film unit however, with a strong aesthetic orientation, tends to counterbalance the quantitative emphasis."

13. UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania. George Gerbner, Dean, Annenberg School of Communications

Degrees Offered

M.A. in Communications

History

The school was established in 1959 with Gilbert Seldes as Dean. The Annenberg Foundation built, equipped, and donated the building to the University, and continues to share in the financial support of the program. Professional workshops were established to provide experience in broadcasting, film, writing, and graphic communication. The one-year master's program also included courses relating media to education, society, research, and the creative process. On the retirement of Dean Seldes, Robert E. Spiller served as Acting Dean until George Gerbner was brought in--in the year of this study--from the Institute of Communications Research, University of Illinois. During that year the faculty was enlarged, the curriculum expanded, and the master's program extended to three semesters of study. In each case, leadership of the program has seemed committed to integration of professional and theoretical work, with increasing emphasis on communications research.

Contributing Disciplines

(A) Number of faculty in contributing fields:

Broadcasting--2
Communications--6
Education--1
English--1
Film--1
Graphic Communications--1
History--1
Library Science--1
Marketing--1
Psychology--1
Sociology--1
Writing--2

(B) Field of highest graduate degree of contributing faculty:

Art--2
Communications--7
Education--1
English--1
Economics--1
History--1
Library Science--1
Psychology--1
Sociology--1

Professional Placement of Graduates

Class of 1963-64--M.A.
    College teaching--5
    High school teaching--1
    Government--2
    Mental Health Association--1
    Newspaper, Wire Services, Magazines--5
    Radio-TV-Film--15
    Public Relations, Advertising--10
    Doctoral studies--3

Atmosphere of the University in Relation to the Program

The administrative tie with the University of Pennsylvania consists of a standing committee on the Annenberg School made up of the three men who are members of two boards of trustees: the University's and the Annenberg School's.

CPS interviewers were told of University faculty actions regarding review of Annenberg School policies which seemed to represent suspicion in the minds of some that this is mainly a vocational program. Attempts to counteract this image were started at the time of this study. Plans were completed for a series of colloquia featuring respected speakers from contributing disciplines. Efforts were underway to stock the almost-empty shelves of a physically fine library in the core of the building. Proposals were being drawn up for support of research.

Students who take electives in the Wharton School of Finance and Commerce have made a good impression for the program. The Computer Center facilities are available for research by both students and faculty.

Future Directions

Establishment of a research center together with a Ph.D. program is envisioned by 1966. An important goal will be to prepare "socially minded--as opposed to commercially minded--people for leadership in mass communications industries." Efforts "will continue to strive for a fusion of theory and practice and science and art in communications." Special broad areas of inquiry and teaching will include "international communication, industrial communication, and educational communication."

Research Interests of Current Faculty

Modification of audience values and behavior
"Outcomes": effects (responses to) various expressive media
Ethnocentrism in international communication
Philosophy of regulation of mass media
Communication effects in relation to the age of source and audience
Communication effects attributable to patterns of institutional or social organization
Human behavior in response to multiple "inputs"
Hero image in films
Teacher image in mass media
Dynamics of response to televised college credit courses
"Bio-documentary" filmmaking

Comments from George Gerbner, Dean, Annenberg School of Communications, University of Pennsylvania.

Atmosphere of the University in Relation to the Program

"Overall policy is in the hands of a Joint Committee of Trustees with four members representing the Annenberg School and four the University trustees. Academically, the School is a graduate component of the University comparable to (although smaller than) the Schools of Medicine, Engineering, Law, or the Wharton School of Finance and Commerce. The faculty and dean hold regular university appointments and tenure, and are fully in charge of program planning and development.

"The University administration has given strong support to experimentation and innovation by the School. A wary attitude among some faculty members in the more traditional disciplines that this is much a vocational program is yielding slowly to the facts as students and faculty of other graduate schools participate in joint programs. University-wide attention was accorded a series of colloquia featuring respected speakers from the U. S. and abroad. An invitational conference sponsored by the School in the year of this study drew leading researchers to examine current studies in cognitive consistency and cognitive interaction.

"The library acquisitions policy *avoids*, as much as possible, duplicating the holdings of other University libraries, despite ample physical facilities.

"Student enrollment has been stabilized at approximately 75. The Graduate Record Examination has been added to the admission requirements, and both a scholarly paper and B average in all courses are required for the M.A. High selectivity in admission has been made possible by the constantly increasing number of applications.

"Faculty research has also greatly increased in amount and variety. Faculty research was supported by the School's research budget, National Science Foundation, U. S. Office of Education, Associates for Research in Behavior, and other sources. Research completed or in progress included studies on style and mood in music (Dr. Brodbeck); comparative cross-cultural analysis of feature films (Dr. Gerbner, Mr. Shackelford); the characteristics of adults enrolled in college-credit television courses (Dr. Hoban); the diffusion of research and scholarly information on public communications and new media (Dr. Hoban); opinion leaders and followers (Dr. Feldman); issues definition in elections (Dr. Feldman); validation of content analytic techniques (Dr. Feldman); measurement of political personality (Dr. Feldman); opinion of lawyers and psychiatrists on the plea of insanity as legal defense (Mr. Shackelford); cognitive aspects of sequence in film (Mr. Worth); characteristics of student films (Mr. Worth); and bio-documentary filmmaking (Mr. Worth). Several proposals for new research are pending.

"The School has assisted the formation and collaborated in the conduct of interdisciplinary faculty committees for advanced research and instruction in the social sciences and the arts."

Future Directions

"A major new Annenberg School Center for Communication Arts and Sciences has been approved by the University and will complete a communications and cultural complex in the heart of the campus. The new Center, adjoining the present Annenberg building, will house theatres (accommodating the work of the graduate theatre laboratory staffed by communications faculty and students, as well as undergraduate and other activities in drama, film, music, and dance), and an enlarged Research Division of the School."

14. UNIVERSITY OF WASHINGTON, Seattle, Washington. Merrill Samuelson, Director, School of Communications

Degrees offered

M.C. (Master of Communications)

History

The label of the Journalism program was changed to "Communication" in 1950. A graduate curriculum was begun under the leadership of Alex Edelstein in 1957 with courses in propaganda and communications, and later, under the guidance of Henry Ladd Smith, in communications (media) history. In its own history, this program has been gradually shifting from a vocational orientation toward a theoretical focus--with an almost exclusive concern with mass media of communication. Some faculty members have and do deplore this shift in orientation as a failure to keep faith with prospective employers in the mass media.

Contributing Disciplines

(A) Number of faculty in contributing fields:

Communication--14

(B) Field of highest graduate degree of contributing faculty:

Communication Research--1
Education--1
English--1
History/Political Science--1
Journalism--5

Professional Placement of Graduates:

No data

Atmosphere of the University in Relation to the Program

The communications program is strongly supported by the College (Arts and Sciences) administration, but is highly suspect to large groups of the faculty. This condition is associated with a review of all programs by a committee on educational policy with an eye to purging vocational or professional training programs from the College. Most faculty members (estimated at 60-75%) are not aware of the graduate program in communications. Their image of the School of Communications is, therefore, one of a trade school during a period that one of the professional training faction of the faculty calls "the sweep toward the ivory tower."

There is a general administrative (if not faculty) support for the program and the hope for a "gradual shift to an understanding by the people in the traditional disciplines."

Future Directions

Though viewed with hope by some and with alarm by others on the faculty, the direction seems toward increasing concern with theory and decreasing stress on technique. More interdisciplinary participation is anticipated, but apparently not with those disciplines concerned with interpersonal communication processes. A Ph.D. program is still "far off."

Research Interests of Current Faculty

History of political communication
Application of communication theories in the classroom
News selection behavior
Mass Media, mass culture, and the acculturization of children
Sociology of communicating organizations
Social responsibility in communication
Changing tastes away from print orientation
Economics of mass communications
Effects of mass communications
Content analysis of mass media messages

CHAPTER VI

'. . . WITH PARTICULAR REFERENCE TO NEWER MEDIA'

The study team was charged with alerting itself to the relationships which might be found between the interdisciplinary graduate programs in communications and programs (whether labeled "communications" or not) concerned with newer media of communication in education.

Just half of the programs visited indicated in preliminary data some relationship of their activity with "audio-visual education: teaching or research."[1] In almost all cases, however, interviewers found this relationship in the form of some individual interests in educational television or programed instruction on the one hand, or administrative connection on the other. There were few signs of communication--and fewer of collaboration--with newer educational media programs.

Yet there was universal agreement that the research and teaching taking place in all of these programs encompassed "a body of theory in communications which has relevance to education."

This view was countered frequently by descriptions of reasons for a lack of communication and collaboration:

1. Some leaders of communications programs as well as some members of education faculties referred to "an inertia that needs to be overcome."

2. Some people in communication sciences programs saw "no ostensible connection."

---

[1] Boston, Indiana, Michigan State, Pennsylvania, Southern California, Stanford, Wisconsin.

3. Stereotypic negative comments on the interests and competence of education and newer media researchers were made in many places.

4. The latter were often associated with a desire for the prestige of association with arts and sciences as opposed to classification with professionally oriented units of the universities.

5. The time and effort and concentration devoted to development of their own programs left little to be applied to collaboration with others. ("We've got an interest but we don't contribute. We have all we can do to meet our major responsibilities and we do not perceive this as one of them.")

Instances *were* found of collaboration in research between communications and education scholars (Stanford, Pennsylvania). In notably few cases graduate students were found crossing this disciplinary barrier (Pennsylvania, Minnesota, Wisconsin). These students were rarities among their peers, and their motives were not always academic: graduate assistantships were found available for students in communication in education departments.

In many cases communications faculty members were found to have experience in, interest in, and ongoing research in one area or another of educational media research (Boston, Southern California, Pennsylvania, Stanford, Michigan State, M.I.T. [Center for International Studies]). Among the research interests were programed instruction, audio-visual materials, educational television, and--in the case of Southern California--the broad spectrum of "instructional technology" by virtue of the listing of the Cinema Department in the federation of departments in the communication area.

As in the case of Southern California, there are cases of administrative relationship between communications and newer media or audio-visual segments of respective colleges of education, but interaction on problems in instructional technology does not necessarily follow. A case in point is Indiana where the longer established department of Audio-Visual Communications provides a delegate to the interdepartmental committee on Mass Communications.

Another pertinent interest in education was found in the research activities of some faculty members. This is the study of communication systems in the schools (Pennsylvania, Stanford).

For this phase of the Communications Programs Study report we had posed the question: "What contribution, if any, does the study of communications make to the solutions of problems encountered in working in newer media in education?" The findings support two answers: one of potential and one of realization.

1. Interdisciplinary graduate programs in communications are focused on communication processes and their causes and effects; on communication media and their operation and effects; and (in some instances) on communication systems and their development and effects. Research and teaching in these programs draw upon and contribute to both basic and applied theory. These processes, effects, and theories are certainly the proper concerns of the media specialists in education.

Thus, one answer to the relationship question is that there are many important potentials for contribution. These are potentials for information of significance to newer media specialists, potentials for research problems and methodologies that might profitably be adapted or adopted by educational media investigators, and potentials for valuable educational experiences for all who study--at every level--the special problems of educational communication.

2. But the second answer to the question of relevance constitutes a barrier to the realization of these potentials. This is the phenomenon of intellectual, "interdisciplinary" isolation that was observed in various forms at all institutions studied. In some instances perceptions of communications programs' goals and accomplishments were not very clear even to those faculty members in "contributing disciplines." Thus, the isolation was not limited to the communications-education insulation cited earlier. Nor was this found to be just a one-way reluctance to open channels of interaction.

To the members of the study team this seemed an ironic roadblock to communication between the two groups of faculties and students most concerned with communication processes and media. In some cases, team members observed, the on-campus interviews may have "contaminated the sample" enough to stimulate future curiosity about and interaction between these side-by-side but relatively isolated educational enterprises.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

During the time of this study and preparation of this report new programs--apparently interdisciplinary in nature--have been initiated at a number of institutions. Still more are in the planning stage. Thus, this report, intended to cover the total population of programs, becomes at best a review of a large and perhaps representative sample. In days of rapid change this is the most one can hope for. As in the case of a dictionary when it is first published, the report is apt to be somewhat obsolete. Even the programs herein described have undergone revisions in the past year.

With this fact of life in mind, we can turn to the questions raised at the outset.

Conclusions

1. What are the special concerns, subject matters, goals, and methods of graduate programs in communications?

In total perspective, the 14 programs studied and described are concerned with all known aspects of communication and with the search for presently unknown factors. Individually, however, the programs cannot be so described. Special aspects and emphases dominate the concerns of each program. These are very roughly reflected in the ordering of programs in Chapter V.

In subject matter, however, all programs attempt to focus their graduate students on theories and models of communication. These range from transmission (information theory) models in the communication sciences programs to a variety of sociological models as theoretical analogies of mass communication. The special subject matters range through a large portion of the traditional arts, sciences, and social sciences curricula. Faculty and graduate students are actively attempting to take from and contribute to the many relevant fields from anthropology to zoology.

Programs differ in their goals and sometimes combine different goals. None are designed to prepare educational communication specialists. It is conceivable and even likely that some graduates *could* be effective in this applied area; and a few apparently are. However, all programs are viewed by their spokesmen as having a primary aim to "educate" rather than to "train" in the Silvern sense (see page 41). There is a wide range of secondary goals that might be considered "training" in research and in media operation.

If the term *discipline* is seen as referrent for a special methodology for study, then the term *interdisciplinary* applied to these programs would symbolize a combining of disciplines in the study of the interactions of the complex variables in communication. This is not always the case with respect to programs in communications. The special methods of experimental psychology, rhetoric, public opinion polling, linguistic analysis, content analysis, etc., are often *adopted* in communications research. Less frequently are they *adapted*--in concert with others--to understand and explicate principles and complexities of communication.

It may be argued that an interdisciplinary program calls upon the *student* as integrator of the methodologies to which he is exposed. An instance which supports this contention would be the research of Wilson

Taylor[1] which integrates the methods of linguistic analysis, experimental psychology, and by analogy, thermodynamics.

It is hoped that the data and interpretations in this report provide a clear picture of both similarities and differences among the programs. There are already graduate students who have selected and enrolled in programs in communications on the basis of CPS data and consultation with one of the investigators.

2. *What contribution, if any, does the study of communications make to the solutions of problems encountered in working in newer media in education?*

A "contribution" that is not perceived, not acknowledged, and not applied is *no* contribution. With notable exceptions (See Chapter VI), the programs studied are making no contributions to the solutions of educational communication problems. However, it is concluded by many interviewees in the programs and by the CPS Committee that there are *potential* contributions--yet to be perceived, acknowledged, and applied.

This situation poses problems for which some of the recommendations below may be partial solutions.

Recommendations

Two sets of recommendations grow out of the efforts of the CPS Committee to learn about and disseminate information about the communications programs. They concern the academic study of communications, *genus*, and of educational communications, *species*.

Further, these recommendations are limited to proposals in keeping with the purposes of Part B (dissemination) of the Title VII program.

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[1] Wilson Lewis Taylor, "Application of 'Cloze' and Entropy Measures to the Study of Contextual Constraint in Samples of Continuous Prose" (Doctoral Dissertation, University of Illinois, 1954).

While it is hoped that this report will serve a need for intercommunication among these programs, further steps are suggested:

1. Attempts to survey these programs and newly developing ones should be made periodically in order to keep the academic community apprised of what may soon take its place among the "fields" or "disciplines" in the realignment of traditional departments.

2. The significance and accomplishments of these programs might be enhanced by a conference or series of conferences of the directors or other representatives of these programs. They have some problems in common and some that are unique. Both sets of problems are susceptible to solution through some of the means of communication that are the concerns of these communications programs.

3. Further, such conferences might well be charged with initiation of needed two-way influences between the researchers in generic communications and those in specific educational communication research. The CPS Committee sees two alternative "future directions." One is the exploitation--through dialogue and collaboration--of the potential contributions discussed above. The other is isolated repetition of such communications research and teaching under the aegis of "audio-visual education" or "educational technology." The latter we see as unreasonably wasteful and yet as essential if the former cannot be accomplished. Thus, the recommended conferences should include participation of those who specialize in educational communication.

4. Some kind of "encyclopedia" of graduate programs in communications should be prepared and constantly revised (at least annually). This would serve two distinct purposes. For some readers it would answer the question, "What is the study (or field) of communications?" For others who would

look for the differences more than the similarities it would answer the questions, "Which program should I choose?" or "Which programs should I recommend?" Chapter V is a beginning of such an "encyclopedia." In consultation with the directors of the programs, more inclusive and more concise entries could be developed.